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ABSTRACT

This summary evaluation report is designed to (1) give an indication of how Oklahoma achieves the goals of Federal programs; (2) increase understanding of various Federal programs; and (3) show the degree of achievement of the goals of the State-Federal Programs Division. The following programs are described: Adult Basic Education; Arts in Education Program; Basic Skills Improvement; Career Education; Civil Rights Technical Assistance and Training Programs; Compensatory Education; Dissemination Capacity Building; Educational Improvement, Resources, and Support; Gifted and Talented Education; Human Relations; Indian Education; K-12 Traffic Safety Education; School Bus Driver Training Program; School Lunch Section; School Plant Services Section; Special Education Programs and Projects; State Leadership; Transition Program for Refugee Children; and Women into the Superintendency Position. Each brief evaluation report contains information on the program's purpose, state allocation of Federal funds, program scope, representative objectives, evidence of program effectiveness, and involvement and dissemination activities. (Author/PN)

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ANNUAL EVALUATION REPORT

Of

Federally-Funded Educational Programs

FY 1982

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Oklahoma State Department of Education
Leslie Fisher, State Superintendent

ANNUAL EVALUATION REPORT

OF FEDERALLY-FUNDED EDUCATIONAL PROGRAMS

Prepared by

STATE-FEDERAL PROGRAMS DIVISION

JACK STRAHORN, ASSOCIATE DEPUTY STATE SUPERINTENDENT

LEROY IRETON, DIRECTOR OF FEDERAL FINANCIAL ASSISTANCE PROGRAMS

Edited by

PLANNING, RESEARCH, AND EVALUATION SECTION

LESLIE FISHER, STATE SUPERINTENDENT

OKLAHOMA STATE DEPARTMENT OF EDUCATION

DECEMBER 1982

LESLIE FISHER
State Superintendent of Public Instruction
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STATE-FEDERAL PROGRAMS DIVISION

Jack Strahorn, Associate Deputy, State Superintendent
Leroy Ireton, Director of Federal Programs

Basic information provided by the following Section Directors, Administrators, Deputy Administrators, and Coordinators:

Glenda Barrett
Jack Craddock
Dorothy Dodd
Tom Freeman
JoAnn Gordoni
Ame Gorena
Charles Greene
Keith Haley
Frank Hobbs
Jim Hodges
Sam Homan
Johnny Howard
Dick Hsieh
Leroy Ireton
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Bob Martin
Mary Miles
Charles Mohr
Dean Niles
Pat Odell
Jimmie L.V. Prickett
Leo Shreck
Connie Siler
Rose Steve
Keith Stone
Mary Jo Stewart
Travis Tice
Al Underwood
Raymond Willingham

Edited by PLANNING, RESEARCH, AND EVALUATION SECTION

James L. Casey, Administrator
Ame Gorena, Assistant Administrator
Howard Potts, Assistant Administrator
Mary Heaton, Administrative Assistant
Lisa Branson, Secretary I

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CONTENTS

Program	Contact Person	Page
FEDERAL PROGRAMS IN FY 1982		vii
INTRODUCTION		xi
ADULT BASIC EDUCATION	Johnny Howard	1
ARTS IN EDUCATION PROGRAM	Charles Mohr	9
BASIC SKILLS IMPROVEMENT	Rose Steve	13
CAREER EDUCATION	Charles Greene	15
CIVIL RIGHTS TECHNICAL ASSISTANCE AND TRAINING PROGRAMS - SEX DESEGREGATION, TITLE IX	Glenda Barrett	19
COMPENSATORY EDUCATION (TITLE I)	Raymond Willingham	21
BILINGUAL EDUCATION	Dick Hsieh	23
MIGRANT EDUCATION	Keith Stone	27
NEGLECTED AND DELINQUENT	Frank Hobbs	33
DISSEMENATION CAPACITY BUILDING (PROJECT SEEK)	Jack Craddock	35
EDUCATIONAL IMPROVEMENT, RESOURCES, AND SUPPORT	Leroy Ireton	
PART B--INSTRUCTIONAL MATERIALS AND SCHOOL LIBRARY RESOURCES	Leroy Ireton	37
PART C--IMPROVEMENT IN LOCAL EDUCATIONAL PRACTICE	Al Underwood	41
GIFTED AND TALENTED EDUCATION	Dorothy Dodd	45
HUMAN RELATIONS	Mary Miles	49
INDIAN EDUCATION (JOHNSON-O'MALLEY)	Sam Homan	53
K-12 TRAFFIC SAFETY EDUCATION	Travis Tice	55
SCHOOL BUS DRIVER TRAINING PROGRAM	Pat Odell	57

Program	Contact Person	Page
SCHOOL LUNCH SECTION	Fred Jones	
CHILD CARE FOOD PROGRAM	Dean Niles	59
NATIONAL SCHOOL LUNCH PROGRAM	Tom Freeman	61
NUTRITION EDUCATION AND TRAINING	Mary Jo Stewart	63
SCHOOL BREAKFAST PROGRAM	Tom Freeman	65
SPECIAL MILK PROGRAM	Tom Freeman	67
SUMMER FOOD SERVICE PROGRAM FOR CHILDREN	Dean Niles	69
SCHOOL PLANT SERVICES SECTION	Bob Martin	71
IMPACT AID PROGRAM	Bob Martin	73
PUBLIC EDUCATION ENERGY PROGRAM		
ENERGY CONSERVATION	Jim Hodges	77
ENERGY CONSERVATION WITH PUPPETS	Jim Hodges	79
ENERGY GRANTS	Jim Hodges	81
SPECIAL EDUCATION PROGRAMS AND PROJECTS	Jimmie L.V. Prickett	
HANDICAPPED CHILDREN IN PUBLIC SCHOOLS (EHA-PART B)	Connie Siler	85
HANDICAPPED CHILDEN IN STATE INSTITUTIONS (PL 89-313)	Leo Shreck	89
PRE-SCHOOL INCENTIVE	JoAnn Gordoni	91
SERVICES FOR DEAF-BLIND CHILDREN	Connie Siler	95
TRAINING FOR TEACHERS OF THE HANDICAPPED	Keith Haley	97
STATE LEADERSHIP (PART B) STRENGTHENING SEA MANAGEMENT	Leroy Ireton	101
TRANSITION PROGRAM FOR REFUGEE CHILDREN	Leroy Ireton	105
WOMEN INTO THE SUPERINTENDENCY POSITION (PROJECT WISP)	Ame Gorena	109
SUMMARY		111

FEDERAL PROGRAMS IN FY 1982

Program (CFDA* Number)	Act	Title	Public Law
Adult Basic Education (84.002)	Adult Education Act	XIII-A	95-561
Arts in Education Program (84.084)	ESEA 1978; Arts In Education Act of 1978	III-C	95-561
Basic Skills Improvement (84.105)	Education Amendments of 1978	II	95-561
Bilingual Education (84.003)	ESEA 1965; Education Amendments of 1978	VII	95-561
Career Education (84.074)	Career Education Incentive Act		95-207
Child Care Food Program (10.558)	Child Nutrition Act 1978		95-627
Civil Rights Technical Assistance and Training Programs - Sex Desegration, Title IX (84.004)	Civil Rights Act of 1964; Education Amendments of 1972 Women's Educational Equity Act of 1978	IV, Sec. 403-405 IX IX, Part C	88-352 92-318 95-561
Compensatory Education (84.010)	ESEA 1965; Education Amendments of 1978	I, Part A	95-561
Educational Improvement, Resources and Support			
Part B (Instructional Materials and School Library Resources)(84.088)	ESEA 1965; Education Amendments of 1978	IV-B	95-561
Part C (Improvement in LEA Practices)(84.089)	ESEA 1965; Education Amendments of 1978	IV-C	95-561
Educational Programs for Migratory Children (84.011)	ESEA 1965; Education Amendments of 1978	I, Part B	95-561
Gifted and Talented Education (84.080)	Special Projects Act, Education Amendments of 1978, Gifted and Talented Children's Education Act of 1978	IX, Part A	95-561
Human Relations (84.004)	Civil Rights Act, 1964; Education Amendments of 1972	IV, Sec. 403 IX	88-352 92-318, 95-561

*CFDA-Catalog of Federal Domestic Assistance

FEDERAL PROGRAMS IN FY 1982 (Continued)

Program (CFDA Number)	Act	Title	Public Law
Impact Aid Program (84.041)	Federally Impacted Areas; Education Amendments of 1978	I, IV X	81-874 95-561
Indian Education (15.130)	Johnson O'Malley, 1934; Education Amendments of 1978	 XI	73-167 95-561
K-12 Traffic Safety Education (20.600)	National Highway Safety Act of 1966, Standards 3, 4, 14, 17		
National School Lunch Program (10.555)	National School Lunch Act of 1946, as amended		96-499
Nutrition Education and Training Program (10.564)	Child Nutrition Act of 1966, as amended		95-166
Pre-School Incentive Grant (84.027)	Education of the Handicapped Act; Education Amendments of 1978	VI, Part B XIII, Part D, Sec. 1341	91-230, 93-380, 94-142 95-561
Programs for Neglected and Delinquent Children in State Institutions (84.013)	ESEA 1965; Education Amendments of 1978	I, Part B	95-561
Project SEEK (Sooner Exchange for Educational Knowledge) (84.117)	General Education Provisions Act; Education Amendments of 1978	Sec. 405	92-318 95-561
Public Education Energy Programs			
Energy Conservation (81.041)	Energy Policy and Conservation Act; Dept. of Energy Organization Act; National Energy Conservation Policy Act	III, Part C VI	94-163 95-91 95-619
Energy Conservation with Puppets (81.050)	National Energy Extension Service Act; Dept. of Energy Organization Act	V	95-39 95-91
Energy Grants (81.052)	National Energy Conservation Policy Act	III, Parts 1 and 2	95-619
School Breakfast Program (10.553)	Child Nutrition Act of 1966, as amended		96-499
School Bus Driver Training Program (20.600)	National Highway Safety Act of 1966; Standard 17, Pupil Transportation Safety		
Special Educational Programs and Projects for Handicapped Children in Public Schools (84.027)	Education of the Handicapped Act; Education Amendments of 1978	VI-B Part D, Sec. 1341	91-230, 93-380, 94-142 95-561

FEDERAL PROGRAMS IN FY 1982 (Continued)

Program (CFDA Number)	Act	Title	Public Law
Special Educational Programs and Projects for Handicapped Children in State Institutions (84.009)	ESEA, 1965, Title I, as amended Education Amendments of 1978	I-B	89-10, 89-313, 93-380 95-561
Special Educational Programs and Projects; Services for Deaf-Blind Children (84.025)	Education of the Handicapped Act (EHA)	VI-C	91-230
Special Educational Programs and Projects; Training for Teachers of the Handicapped (84.029)	Education of the Handicapped Act (EHA); as amended by Education Amendments of 1974, 1976, 1978	VI-D	91-230 93-380, 95-49, 95-561
Special Milk Program (10.556)	Child Nutrition Act of 1966, as amended		91-295, 93-150, 93-347, 94-105, 95-166, 95-627, 96-499
State Leadership (Part B) Strengthening SEA Management (84.043)	ESEA, 1965; Education Amendments of 1978	V-B	95-561
Summer Food Service Program for Children (10.559)	National School Lunch Act, as amended	Sec. 13	94-105, 95-166, 95-627
Transition Program for Refugee Children (84.146)	Immigration and Nationality Act, as amended by the Refugee Act of 1980		96-212
Women Into the Superintendency Position - Project (WISP)	Women's Educational Equity Act of 1978, Title IX, Part C of ESEA, Education Amendments of 1978	IX, Part C	95-561

INTRODUCTION

The administration of federally funded programs and projects at the State level is the responsibility of the Oklahoma Department of Education, Division of State-Federal Programs. The State Education Agency is required to demonstrate accountability through the preparation of "a report evaluating the results and effectiveness of programs and projects assisted thereunder the preceding fiscal year."

The need for evaluation information has increased as greater numbers of people have demanded more accountability from the process of education. No force has had greater impact on the development and use of evaluation techniques than the requirement that federally funded programs be evaluated. Local education agencies participating in one or more of the approximately 100 education programs supported by Congress submit reports detailing the results of their efforts.

Models for evaluation emphasize the importance of describing goals and objectives so that progress can be measured. Most of the Federal programs and projects can be categorized under three major goals:

-- To equalize educational opportunity for groups and individuals who are educationally disadvantaged because of socioeconomic, physical, or mental handicapping conditions.

-- To improve the quality and relevance of American education through research, development, experimentation, demonstration, dissemination, and training.

-- To provide limited general support to selected education functions and activities such as libraries, state education agencies, construction, vocational education, etc.

One purpose of this report is to give an indication of how the Division of State-Federal Programs accomplishes its mission to achieve the goals of Federal Programs. The Division serves generally through the use of the following processes:

-- Assisting local school personnel in planning and development of proposals and programs.

-- Sharing information and orienting prospective applicants in workshops and seminars.

-- Reviewing, revising, and approving applications for projects in relation to State Plans and Federal Guidelines.

-- Assisting personnel with further development, implementation, evaluation, fiscal accounting, reporting, and dissemination relative to educational programs.

-- Providing office conferences, field services, on-site visits, seminars, and workshops.

A second purpose of the report is to present information which will increase understanding of various Federal programs and facilitate efforts to keep abreast of new developments in Federal programs.

A third purpose of the report is to provide information which will show the degree of achievement of Division objectives. These must necessarily focus on the validation of the programs conducted by local education agencies. Thus the Division objectives are stated in terms of what is done at local levels. The activities of the Division are designed to:

-- Ensure that the scope of local projects is adequate to accomplish the purpose of the program.

-- Facilitate the development of objectives whose accomplishment will achieve the goals of the programs.

-- Validate the local evaluation of programs to ensure that projects have accomplished objectives and use evaluation information to improve programs.

-- Monitor activities designed to involve participants and other citizens in planning and implementing programs. Also monitored is the dissemination of information about programs.

On the following pages, data are presented about each of the projects utilizing Federal funds for their operation. In the Summary pages the data are organized into information to fulfill each of the three purposes of the report.

For further information, contact the office of the section providing the specific program services or the Office of the Associate Deputy Superintendent, State-Federal Programs Division, Oliver Hodge Memorial Education Building, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105.

ADULT BASIC EDUCATION

Statutory Designation

Adult Education Act, Title XIII-A of Public Law 95-561

Purpose

The Adult Education Program is organized upon a state-wide needs assessment which is conducted by the State Department of Education Adult Basic Education Section, the Steering Committee of the Participatory Planning Task Force, and the Local Adult Learning Centers.

Program priorities were determined by the Steering Committee of the Task Force from data collected in the needs assessment.

The primary goal of the three year plan was to reach as many of those persons with less than an eighth grade education as possible. We have projected in the plan that 37,500 persons would be served during the three years. We greatly exceeded this number by serving 44,352 and of this number 37,602 were in the Level 1 group. Much of this increase seems to be the result of the Outreach program.

Education Needs of Adults in Oklahoma (25 years of age and older)

Grade Level Completed	1970	1978
No formal education	17,322	11,856
1-4 grade level	62,209	68,545
5-7 grade level	149,973	164,847
8th grade level	188,663	206,156
1-3 yrs. high school	269,125	299,001
(Eligible Adults)	687,292	755,405

State Allocation of Federal Funds

	Federal	State
FY-1978	$1,068,797	$ 0
FY-1979	1,198,479	0
FY-1980	1,315,509	0
FY-1981	1,315,509	0
FY-1982	1,315,509	146,300

Scope

Forty-one (41) local education agencies were established to serve as area Adult Learning Centers for 215 local education agencies in the state. The area Adult Learning Centers and their Satellites are as follows:

Adult Learning Center	Satellites
Ada	Byng, Allen, New Bethel
Altus	Hollis, Granite, Olustee, Frederick, Grandfield, Snyder, Eldorado, Chattanooga
Anadarko	Ft. Cobb, Carnegie, Lookeba, Sickles, Binger
Ardmore	Marietta, Healdton, Ringling, Davis
Bartlesville	Ramona, Copan, Nowata
Chickasha	Alex
Clinton	Weatherford, Cordell
Drumright	Sperry, Sapulpa, Broken Arrow, Cushing, Mounds, Kellyville, Central Vo-Tech, Owasso, Cleveland, Chandler, Bristow, Okemah, Prague, Keystone
Duncan	Walters, Waurika, Marlow, Velma-Alma
Durant	Atoka, Coalgate, Madill, Milburn
Elk City	Hobart, Western Vo-Tech, Hammon, Erick
Enid	Helena
Fairview	Garber, Alva Vo-Tech, Pond Creek, Hennessey
Guymon	
Hugo	Ft. Towson, Grant, Nashoba
Idabel	Valliant, Wright City, Haworth, Smithville
Lawton	Cache, Pleasant Valley
McAlester	Haileyville, Kiowa, Calvin, Canadian, Eufaula
Moore	Edmond, Mustang, Millwood, El Reno Vo-Tech, Yukon, Tinker Air Force Base, South Oklahoma City Junior College, Choctaw
Muskogee	Taft, Haskell, Oktaha, Checotah, Porum, Sims, Boynton, Wagoner, Warner

Norman	Noble, Central State Hospital, Mental Health Center, Moore-Norman Vo-Tech
Oklahoma City	Eighteen (18) local satellites within Oklahoma City School District
Okmulgee	Henryetta
Pauls Valley	Lindsay, Wynnewood, Stratford, Wayne, Sulphur, Maysville, Purcell
Pawhuska	Hominy, Barnsdall
Poteau	Cameron, Arkoma, Spiro, Fort Coffee, Pocola, Panama, Heavener
Ponca City	Tonkawa
Pryor	Bluejacket, Chelsea, Afton, Oak Hill, Claremore, Colcord, Cherokee Heights, Bull Hollow, Kenwood, Ballau, Jay, Vinita, Eucha, Commerce, Catoosa, Grove, Picher
Sallisaw	Belfonte, Kentucky, Stilwell, Muldrow, Marble City, Roland, Vian
Shawnee	Maud, McLoud, Wanette, Tecumseh, Harrah, Macomb, Boley
Stigler	Kinta
Stillwater	Perry, Pawnee, Fairfax, Perkins-Tyron
Tahlequah	Briggs
Talihina	Fanshawe, Albion
Tulsa	Eighteen (18) local satellites within city system, Coweta, Sand Springs, Skiatook
Watonga	Geary, Kingfisher, Okarche
Wewoka	Konawa, Seminole
Wilburton	Red Oak
Woodward	

There were 14,864 adults participating in the Adult Education Program through the Adult Learning Centers and their satellites. The participants by learning level were as follows:

Level 1: 12,412 Level 2: 2,452

Kind of projects or components with number of learner participants per component:

Elementary & Junior High (ABE)	1,102	Learning Center	5,015
Secondary	3,283	Correctional Institution	2,618
Community College	473	Other locations	2,373

The Adult Learning Centers were served by the following personnel:

State Department of Education	4
Local Administrators	45
Professional (Teachers)	448
Paraprofessional	41

The administrator, deputy administrator and two (2) coordinators are available at all times for technical advice, workshops and inservice programs. The deputy administrator and two (2) coordinators are available to their specified areas of the state to give the Learning Centers any assistance they may request. They provide assistance in the methods and techniques of recruitment of classes, advise upon new curriculum which has been developed and give assistance with reports which are required by the state and federal offices of Adult Education.

Evidence of Program Effectiveness

We feel that all goals and objectives have been met and exceeded in all cases. The extent of the excess was more than we thought possible. The number of people served has increased each year.

The State Adult Advisory Council has carried out the functions set forth in the state plan. Among those functions are:

-- Advise the State Department of Education on the administration and implementation of the state plan;

-- Assess the data compiled by the task force to determine the most acute areas and target populations of the state for participation in adult programs;

-- Advise upon the improving of the reporting of state and local programs;

-- Assure that the state plan programs are meeting the needs of the community; and

-- Advise upon the priority of all 310 projects. All expenses of the Adult Education Advisory Council come from non-federal funds.

Special Emphasis Areas:

Skills related A.B.E. classes:
The number enrolled in skills related classes far exceeded our projection. The actual number of participants for the three years was almost twice the number we projected.

Adults with limited English speaking ability:
The increase in the number of limited English speaking adults has been far above our projection. Our original projections have been exceeded many times over for the three year period.

Flexible class scheduling:
More daytime classes have been added than we projected to care for those whose work prevents night attendance. All classes are operated on open-entry, open-exit basis.

Institutionalized Adults:
Due to increased numbers served in the Department of Corrections, our projections were dwarfed by the actual participation.

G.E.D. Preparation:
The number of participants in this area is simply a matter of available funds.

Child Care and Transportation:
We have had no problem in these areas. The various community agencies have taken care of these thus far.

The lack of adequate funds is always a problem. Many of our centers had to cut some classes short because the funds allocated were not sufficient to complete the program they desired. All funds are distributed to be matched on a ninety to ten (90:10) ratio. Funds were allocated to Local Learning Centers on the basis of an approved application.

Each coordinator monitors each of the centers in his/her assigned area of the state throughout the year. The Learning Center submits an evaluation report at the end of each fiscal year.

For evaluating the effectiveness of the program in academic standards, many standardized tests are used as well as teacher evaluations. Some of the standardized tests used are:

Adult Learning Examination	California Achievement Test
S.R.A. Achievement Series	Metropolitan Achievement Test
Jordan Reading Survey	

Observed changes in target participants can be documented in the following terms:

8,915 - completed ABE program through the eighth grade
3,005 - passed G.E.D. examination
60 - graduated from high school after starting ABE program
1,216 - employed as a result of the ABE program

207 - registered to vote for the first time
51 - became U.S. citizen
2,105 - obtained a better job or salary increase
513 - were removed from public assistance

The average cost per student for FY-82 was $74.14.

The average cost per student for the three year period was $66.81.

Involvement

The Annual Performance Report of one Learning Center is included herein as representative of the involvement in Adult Education.

McAlester: The McAlester Learning Center's effect upon the immediate community and surrounding area is evidenced by the number of participants, ethnic groups served, satellite classes, maintained program budget, and number of teachers trained.

McAlester Learning Center is located on the McAlester High School downtown campus and serves Pittsburg County and portions of McIntosh, Hughes, and Latimer Counties. Six classes were held at the Center. Satellite classes were held at Eufaula High School, Carl Albert Mental Health Center, McAlester, and Regency House Nursing Home, McAlester.

Enrolled during the 1981-82 term were 270 students. McAlester Learning Center anticipated 12 units or classes of ABE and achieved 15 units with existing funds. One class was devoted specifically to beginning reading and skill building. Class locations with day and night scheduling provided in three cities for students representing 19 communities met important needs.

All teachers and the director are either certified teachers employed by LEAs or retired teachers. The director and all 6 teachers and staff have received in-service training in Adult Basic Education.

Utilizing a learning disabilities teacher and certified reading specialists from the elementary schools greatly enhanced the ability of the program to meet the needs of the students. Having the talents of a retired teacher and young homemakers added versatility and scheduling flexibility to the program.

The McAlester Learning Center and Satellites have an open-entry, open-exit policy. Students may attend day or evening or a combination. Individualized instruction allows the ABE student to attend any class, day or night, McAlester Center or Satellite, to make up class periods missed due to change in work schedule.

The McAlester Learning Center's major priorities, as determined by the Oklahoma Steering Committee for ABE, were met by providing ABE services for adults with background of less than 8th grade and a flexible time schedule with day and evening classes. Child care and transportation are identified needs for this area but have not proved to be factors in class attendance.

The objectives for McAlester Learning Center as set forth in the state budget proposal were met and exceeded in three of the four objectives:

-- To serve Pittsburg County and portions of Hughes and McIntosh under this program without regard to race, creed, or national origin. Percentages of groups are as follows:

American Indian	14.1	(increase from 8.73)
Black	9.27	(increase from 5.95)
Asian/Pacific Islander	5.38	(increase from 1.58)
All Others	71.25	(decrease from 83.0)

-- To maintain current enrollment as the funds will allow. Proposal budget of $22,000 was submitted and approved for 1981-82 plus an additional $3,800 matching State funds. This allowed last year's enrollment to be exceeded. An increase in student participation for the Spring semester over Fall was due largely to a printed brochure. The mass mailout included surrounding towns. An increase of 63 percent in male enrollees was a major program accomplishment. Two satellite classes will continue for the summer.

-- To provide means by which participants can obtain the basic education that will raise their standard of living or help achieve the pride of self-fulfillment. As a result of the ABE classes many enrollees obtained jobs or an update in their present position. The pride of students in the program was evident in their reluctance to see the classes end, their feelings expressed while attending classes, and anticipation of September.

-- To provide an atmosphere conducive to building a confident self-image and ability through which student's own short term goals can be met. An informal atmosphere is encouraged in all ABE classes from the McAlester Learning Center. Teachers work individually with students and their studies. Group work is done when like problems occur. McAlester Center students and teachers gather in a relaxed atmosphere in the lounge area during breaks for discussion (counseling) or academic or personal problems and career opportunities. Satellite locations have similar situations.

Nursing home residents find fulfillment in keeping their minds active through discussion, learning to write again, and working with basic skills. Other students want to learn to read, write their name, "know more," or work toward high school completion. Even though short term goals are encouraged, the program will not dampen the spirit of determination for a G.E.D. by the ABE student.

McAlester Learning Center through McAlester Public Schools has had a successful program year. Specific features were:

-- Classes located in facilities other than LEA buildings

-- Maintained budget from 1980-81 and produced more classes than projected

-- Increased enrollment of 50 percent from Fall to Spring semester

-- Addition of State matching funds

-- Availability of a career mobile from the State Department of Education

-- Introduction of TEBE placement tests

ARTS IN EDUCATION PROGRAM

(Oklahoma School/Community Network for Arts In Education)
Year II: Expansion Through Dissemination and Evaluation

Statutory Designation

Arts in Education Act of 1978, Public Law 95-561, Part C of Title III of the Elementary and Secondary Education Act of 1978

Purpose

To refine the networks which serve as support systems for Arts in Education implementation

State Allocation of Federal Funds

FY 1980	$ 50,000
FY 1981	100,000
FY 1982	92,644

Scope

Through the Networking system administrators, arts coordinators, arts planning teams and teachers were brought together to exchange program development ideas, identify common problems, provide mutual support for one another, and gain skills in all areas related to the Arts In Education program. Implementation efforts included:

-- Fifteen (15) major staff development sessions designed for 32 Arts In Education demonstration schools at elementary, junior high/middle school, and high school levels with a focus on in-depth sessions for selected cadres;

-- Monthly training sessions (10) for Arts Coordinators Network;

-- Artist resource services in demonstration schools (representing all art forms);

-- Four (4) Administrative Network meetings to provide a forum for idea exchange, problem solving, coordination of activities between schools and discussion of management issues in Arts In Education;

-- Formation of two (2) rural Arts In Education Networks;

-- Formation of one (1) Metropolitan Arts In Education Network;

-- Special populations in demonstration schools serviced by nine (9) Very Special Arts Festivals for the Handicapped;

-- Development of a slide/tape presentation on the integration of the arts and critical thinking; and

-- Development of a dissemination packet that includes five (5) posters.

Representative Objectives

Staff development sessions provided teachers and Arts Planning Teams with:

-- skill development in all art forms;
-- program management skills; and
-- techniques for integrating the arts into other curriculum areas;

and were designed for:

-- short term involvement (1 day); and
-- in-depth involvement (5 sequential sessions throughout the year).

A focus on two cadres (music and dance) provided more intense training.

Arts Coordinator training sessions were designed to increase skills in the area of management techniques.

Use of individual and group artists with students and teachers served to:

a. provide teachers with increased arts skills; and
b. increase teachers' use of the arts in their classrooms.

Administrative Network meetings provided a forum for futuristic planning.

The new Metropolitan Network included three (3) different school districts.

Focus on preparation for statewide dissemination lead to the development of a slide/tape and information packet regarding components of the Arts In Education program.

Evidence of Program Effectiveness

Arts Coordinators in each district reported a dramatic increase of arts activities incorporated into all curriculum areas. Observation of the Arts Coordinator and Administrative Networks show an increased operational level and increased ownership of the program. The effectiveness of network expansion (rural and metropolitan) is evident by their continued participation.

Involvement and Dissemination Activities

The Arts In Education Network has expanded from 35 schools and seven (7) networks in FY '81 to 42 schools and nine (9) networks in FY '82. This expansion is due to the focus of disseminating the program statewide.

Dissemination efforts include:

State level:

-- Arts In Education awareness sessions at arts education state associations;

-- development and distribution of a brochure (Arts-r-Us) describing the Arts In Education program in each school district; and

-- formation of two new networks (an additional rural network and a metropolitan network).

Local level:

-- approximately 75 articles describing Arts In Education activities appeared in newspapers throughout the state; and

-- formation of Satellite schools in each district.

BASIC SKILLS IMPROVEMENT

Statutory Designation

Title II, Public Law 95-561

Purpose

The overall purpose of the Basic Skills Improvement Program is to help public and private agencies coordinate resources to improve basic skills acquisitions for children, youth, and adults.

This program supports states in planning and implementing basic skills improvement projects primarily through subgrants to districts.

State Allocation of Federal Funds

FY 1981	$102,620	
FY 1982	101,991	(Grant Amount)
		SDE: $51,991
		Subgrants: 50,000

Scope

The four subject areas assisted by the Basic Skills Improvement program are reading, mathematics, oral communications, and written communications.

Five districts received subgrants of $10,000 each. These districts are: Boley, Flower Mound, Indianola, Kildare, and Pioneer.

Objectives

The Basic Skills Improvement program objectives were:

1. Provide for continuing consultation with: representatives of public and private school children and parents; teachers and administrators; colleges, universities, and professional societies.

2. Plan, implement, and evaluate the comprehensive program in all four basic skills subject areas.

3. Describe the projects to be funded by subgrants.

4. Provide a process for selecting subgrant projects which already receive federal funds and show reasonable promise of achieving success.

5. Use selection criteria which address the following:

   -- sufficient project population size

-- serving preschool populations

-- serving needs of different population groups within the State

-- high concentrations of children with low proficiency in mathematics and reading

-- subgrant projects which supplement (not supplant) local efforts.

6. Provide:

-- technical assistance to local educational agency subgrantees

-- coordination, evaluation, and reporting on projects

-- information to practitioners and the general public regarding the objectives and results of the projects

The Basic Skills Improvement program was consolidated into Chapter Two (Block Grant) of the Educational Consolidation Improvement Act (ECIA) on June 30, 1982.

CAREER EDUCATION PROGRAM

Common Name for the Program

Career Education

Statutory Designation

Career Education Incentive Act, Public Law 95-207

Purpose

The grant from the U.S. Office of Education to the Oklahoma State Department of Education was for program support at both the State educational agency and the local educational agencies in the following areas:

State Level

I. Employing such additional State Educational Agency personnel as may be required for the administration and coordination of programs;

II. Providing state leadership for career education by:

A. Conducting in-service institutes for educational personnel;

B. Training local career education coordinators;

C. Collecting, evaluating, and disseminating career education materials on an intrastate and interstate basis with special emphasis on overcoming sex bias and stereotyping;

D. Conducting statewide needs assessment and evaluation studies;

E. Conducting statewide career education leadership conferences;

F. Engaging in collaborative relationships with other agencies of State government and with public agencies and private organizations representing business, labor, industry, and the professions and organizations representing the handicapped, minority groups, women, and older Americans; and

G. Promoting the adaptation of teacher-training curricula to the concept of career education by institutions of higher education located in the State.

III. Making payments to local educational agencies for comprehensive programs including:

A. Instilling career education concepts and approaches in the classroom;

B. Developing and implementing comprehensive career guidance, counseling, placement, and followup services utilizing counselors, teachers, parents, and community resource personnel;

C. Developing and implementing collaborative relationships with organizations representing the handicapped, minority groups, and women and with all other elements of the community, including the use of personnel from such organizations and the community as resource persons in schools and for student field trips into that community;

D. Developing and implementing work experiences for students whose primary purpose is career exploration, if such work experiences are related to existing or potential career opportunities and do not displace other workers who perform such work;

E. Employing coordinators of career education in local educational agencies or in combinations of such agencies (but not the individual school building level);

F. Training of local career education coordinators;

G. Providing in-service education for educational personnel, especially teachers, counselors, and school administrators, designed to help such personnel to understand career education, to acquire competencies in the field of career education and to acquaint such personnel with the changing work patterns of men and women, ways of overcoming sex stereotyping in career education, and ways of assisting women and men to broaden their career horizons;

H. Conducting institutes for members of boards of local educational agencies, community leaders, and parents concerning the nature and goals of career education;

I. Purchasing instructional materials and supplies for career education activities;

J. Establishing and operating community career education councils;

K. Establishing and operating career education resource centers serving both students and the general public;

L. Adopting, reviewing, and revising local plans for coordinating the implementation of the local comprehensive program; and

M. Conducting needs assessments and evaluations.

State Allocation of Federal Funds

FY 1980	$210,313
FY 1981	158,644
FY 1982	121,756

Scope

The Oklahoma State Department of Education employed a Career Education Coordinator on July 1, 1979. The Coordinator is assigned to the Guidance and Counseling Section which has six staff persons with a number of responsibilities including technical assistance in career education. The Career Education Coordinator has the responsibility for the administration, coordination and evaluation of all career education programs in the local educational agencies.

To distribute the Career Education Incentive Act funds to the local educational agencies, the State Department of Education established a procedure requiring the local educational agencies to submit an application which included an assurance of the maintenance of effort, status of private nonprofit school participation, needs assessment, goal, objectives, activities, evaluation design, dissemination plan, and budget. The Career Education Advisory Committee evaluated the applications and recommended that the State Board of Education award subgrants to the following 21 local educational agencies for the 1981-82 academic year:

School District	Amount	School District	Amount
Ardmore	$5,000	Okemah	$5,000
Bristow	5,000	Oklahoma City	5,000
Catoosa	5,000	Owasso	5,000
Enid	5,000	Pauls Valley	5,000
Foyil	5,000	Pocola	5,000
Jenks	5,000	Prague	5,000
Lone Grove	5,000	Putnam City	5,000
McAlester	5,000	Tulsa	5,000
Millwood	5,000	Weatherford	5,000
Moore	5,000	Westville	3,674
Oilton	5,000	TOTAL	$103,674

Representative Objectives

The State Department of Education Career Education Coordinator will:

-- Conduct an awareness inservice for local educational agency administrators.

-- Develop a program for inservice training of local educational agency Career Education Coordinators.

-- Identify and disseminate information about exemplary programs.

-- Design and implement an evaluation of the career education program.

The local educational agency career education programs will:

-- Instill career education concepts and approaches in the classroom.

-- Provide inservice education for educational personnel, especially teachers, counselors and school administrators, designed to help such personnel to understand career education, to acquire competencies in the field of career education and to acquaint such personnel with the changing work patterns of men and women, ways of overcoming sex stereotyping in career education and ways of assisting women and men to broaden their career horizons.

-- Purchase instructional materials and supplies for career education activities.

Evidence of Program Effectiveness

Each project was evaluated by a team of three persons composed of people from the State Department of Education and the State Career Education Advisory Committee. During the evaluation visits, the LEA career education staff gave an overview of their goals and objectives. A period of time was set aside during each evaluation to have personal interviews with teachers and students and to examine records, activities, and reports. The projects administered pre-tests at the beginning of the school year to measure students knowledge and awareness of careers. They administered post-tests during the last quarter of the school year to measure how much knowledge and awareness had been gained.

Involvement and Dissemination Activities

The information was disseminated through the Oklahoma Educator, Superintendent's Newsletter, and the daily newspapers.

EDUCATIONAL EQUITY SECTION

Statutory Designation

Civil Rights Act of 1964, Title IV, Section 403 of Public Law 88-352

Purpose

To provide technical assistance to requesting school districts in procedural compliance with Title IX of the Education Amendments of 1972, Public Law 92-318, and to facilitate sex-fair educational practices in the state through inservice training for educators

State Allocation of Federal Funds

FY 1978	-0-
FY 1979	-0-
FY 1980	-0-
FY 1981	$57,738
FY 1982	59,527

Scope

The Educational Equity Section of the State Department of Education is staffed with one coordinator and one half-time secretary.

All school districts in the state are served by the project. The following services are available: technical assistance with Title IX compliance; inservice training workshops for teachers, library media specialists, counselors and administrators in the areas of compliance and equity infusion into existing curriculum; and presentations at various civic organizations. These services are closely coordinated with the Oklahoma Vocational-Technical Education Division and the Technical Assistance Center of the Southwest.

During Fiscal Year 1982, this project provided intensive training in the above-cited areas to 90 school districts, and involved 230 classroom teachers, counselors, school superintendents, principals and other school administrative staff. The impact of the training should reach approximately 18,000 students.

Representative Objectives

The objectives of this project are:

-- To increase the understanding of sex bias in education and develop methods to promote sex-fairness in teaching and curriculum through identification of sex bias and stereotypes in teaching materials and technique; training counselors in the use of sex-fair counseling materials and techniques; and informing students, parents and community about Title IX;

-- Resolution of problems occasioned with meeting the requirements of Title IX by providing technical assistance to requesting LEAs; and

-- Identification and development of an effective sex desegregation resource base within the state by placing appropriate educational equity supplemental teaching aides in the SEA Media Resource Center for teacher use.

Evidence of Program Effectiveness

The effectiveness of this program is measured by the following factors:

1. Commitment of school administrators as evidenced by the numbers of classroom teachers granted released time to attend the workshops;

2. Better understanding of Title IX compliance requirements and implementation as evidenced by reduced numbers of noncompliance complaints and/or investigations from the Office of Civil Rights;

3. Increased requests for information and/or presentations on sex-fair educational practices from LEAs, as well as professional, student, and civic organizations; and

4. SEA curriculum specialists incorporate sex equity concepts into their specific curriculum training workshops for teachers.

Involvement and Dissemination Activities

Program activities and implementation involve the cooperation and coordination with the State Department of Vocational-Technical Education sex equity coordinator, the Technical Assistance Center of the Southwest, and appropriate SEA staff.

Dissemination of project services and activities is achieved through articles in the Oklahoma Educator, Superintendent's Newsletter and the project brochure.

COMPENSATORY EDUCATION

Common Name of the Program

Title I

Statutory Designation

Elementary and Secondary Education Act (ESEA) of 1965, Title I; Public Law 89-10, as amended by Public Law 95-561

Purpose

To provide opportunities for educationally deprived children to increase academic achievement through participation in comprehensive innovative programs

State Allocation of Federal Funds

FY 1978	Part A	$23,095,621
FY 1979	A	28,764,887
FY 1980	A	31,270,665
FY 1981	A	32,651,166
FY 1982	A	33,115,599

Scope

Number of approved projects 587
Number of school districts participating. . . . 592
Number of districts who received allocations. . 616

The duplicated number of participants --92,194--includes students from preschool through high school.

Unduplicated number of participants by grade level:

Grade	Number of Participants
PK	219
KG	609
1	4,659
2	8,564
3	9,538
4	9,389
5	9,619
6	8,288
7	7,635
8	6,619
9	2,802
10	2,258
11	1,315
12	1,091
TOTAL	72,605

Total FTE state and local staff:

State Department of Education Professionals	8.08
State Department of Education Clerical	3.77
Local educational agency certified staff	1,441.00
Local educational agency noncertified	828.00

The different kinds of projects or components had the following number of learner participants per component:

	Regular Term	Summer	Total
Reading	49,685	2,677	52,362
Language Arts	11,220	1,137	12,357
Math	25,324	2,151	27,475
TOTAL	86,229	5,965	92,194

Evidence of Program Effectiveness

The achievement scores reported for participants in Title I programs reflect a gain in all components. The average NCE gain for Title I participants in all programs was 7.31.

More parents were involved in planning, evaluation and implementation of programs. Achievement levels were improved. Smaller classes were provided for participants. More inservice training was provided for teachers and parents.

Involvement and Dissemination Activities

Each local educational agency involved parents in the planning, operation and evaluation of their Title I programs. This involvement is accomplished through the establishment of parent advisory councils (PACs) whose membership must consist of parents of children eligible to be served. PACs are kept informed as to the special needs of the children to be served and they make recommendations on programs designed to treat these needs. Title I funds may be used for the inservice training of the PAC members.

During FY 1982, 6,394 parents were involved in project planning, implementation and evaluation.

Some samples and types of dissemination efforts are:

PAC meetings
Open House
School Newspapers
Letters to Parents
NDN Conferences
Local Newspapers
State Parent Conferences
Home visits
Television
Radio
PTA Meetings
Education Fairs
National Parent Conferences

BILINGUAL EDUCATION

Statutory Designation

Bilingual Education Act: Title VII of the Elementary and Secondary Education Act of 1965, Public Law 89-10, amended by Public Law 93-380; 20 U.S.C. 880b

Purpose

To develop and implement elementary and secondary school programs, including activities at the preschool level, to meet the educational needs of children of Limited English Speaking Ability (LESA) and to demonstrate effective ways of providing such children instruction designed to enable them, while using their native language, to achieve competence in English

Federal Grants: (Grants are awarded directly to LEAs and IHEs.)

	FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
LEAs:					
Broken Bow	$138,000	$138,135	---	---	---
Greasy	163,743	190,000	$222,845	---	---
Justice	---	---	---	$165,579	---
Maryetta	---	---	---	228,899	$155,031
Oklahoma City	64,153	85,357	112,000	115,048	438,497
Salina	---	---	27,989	366,185	216,848
Strother	180,155	169,743	169,788	---	---
Talihina	---	---	97,470	99,700	156,217
Kenwood	---	---	---	---	359,593
Oaks	---	---	---	---	206,026
Holdenville	---	---	---	---	93,715
Lawton	---	---	---	---	124,393
Idabel	---	---	---	---	177,120
IHEs:					
Central State University	---	---	$ 39,727	$ 82,067	$ 82,067
Oklahoma City University	$ 90,000	$ 91,350	---	---	---
University of Oklahoma	106,772	---	---	---	68,350
State Department of Education	$ 24,463	$ 26,111	$ 28,944	$ 31,214	$ 64,094

Scope

The total number of Local Education Agency (LEA) projects is eleven (11). Other than Oklahoma City and Lawton each is a consortium of several rural school districts.

The estimated number of children served is 4,500 including children from kindergarten through grade twelve. Not every project serves the same grade levels. Each project is funded on a continuation basis, i.e., initial funding is projected for three years, and, as some have been in operation longer than others, some will complete their Federal funding period sooner than others.

The State Department of Education (SDE) allocation is intended to assist LEA projects through coordination of monitoring, liaison with the U.S. Department of Education (USDE), dissemination of information and successful practices, and coordination of services to limited English speaking children funded from other sources.

Representative Objectives

Oklahoma City has used Title I and bilingual funds to upgrade its Mexican-American children's reading and math scores as well as provide a culturally relevant in-school program in its target schools.

The Native American projects have developed special cultural classroom materials through which they strengthen the children's self-identity as well as improve their English language skills.

The SDE has developed and implemented the following:

A statewide conference on bilingual education
A handbook for school administrators
A handbook for the classroom teacher
A coordinated application procedure for supplemental project funding from Title VII resource centers
An English as a Second Language assistance program for all LEAs enrolling a limited English speaking student
An extensive in-service program

Evidence of Program Effectiveness

Language and cultural differences in children often lead to poor self-image and thus to increased difficulty in the academic areas of school. This in turn leads to poor attendance and lack of parent participation. The results of this program are often, therefore, subjective and intangible and difficult to measure through standardized means. However, directors of the various projects and their teachers often report the following results from their schools:

Parents become more involved in their children's schooling.
Dropout rates decrease.
Better community-school relationships are established.
Students have a better self-concept.

Teacher attitudes improve.
Student scholastic achievement is improved.

Involvement and Dissemination Activities

Although the LEA projects are directly funded from Washington through the Office of Bilingual Education and are directly responsible to USDE, LEAs have cooperated fully with every effort of the SDE to coordinate activities and disseminate information between and among the projects and other interested parties.

Examples are:

Unified requests for assistance from regional dissemination and resource centers
Development of a state organization for bilingual education
Participation in the development of a state plan
Assistance and participation in a state conference
Complete cooperation in monitoring visits to school sites
Presentations at various educational meetings and conferences

Many schools previously not involved in bilingual education have become involved. The SDE has assisted the office staff, principals, and faculty members of these nonparticipating schools by providing services to their LESA students.

Responsibilities of the SDE are as follows:

-- Disseminate lists of Title VII projects and applicants and state funded bilingual programs to Centers serving them

-- Disseminate schedules of SDE workshops, conferences, and inservice training

-- Disseminate lists of network-developed products

-- Disseminate schedules of activities sponsored by the Title VII system members

-- Disseminate existing and proposed state laws, regulations, designs, and plans pertinent to bilingual education

-- Provide information about universities and colleges which have bilingual teacher-training programs

-- Inform LEAs of available noncommercial materials

-- Provide and disseminate information on state textbook adoption procedures and establish procedures for the utilization of noncommercial products

-- Provide and disseminate information on state certification and reciprocity requirements for bilingual education

-- Disseminate demographic, testing, racial and ethnic data about State LESA children

-- Provide information to LEAs about program design, scope and populations to be served

-- Review proposals

-- Facilitate proposal development in cooperation with Training Resource Centers (TRCs)

-- Coordinate joint workshops with System members

-- Provide information on internal LEA procedures (release time, etc.)

-- Disseminate information on university-approved, bilingual teacher training programs and activities

-- Disseminate information on other pertinent programs within the SDE

-- Cooperate in pilot testing of materials, i.e., site identification, contact, selection

-- Facilitate problem-solving between LEAs and Centers

MIGRANT EDUCATION

Common Name of the Program

Migrant Education

Statutory Designation

Title I, Part B, of the Elementary and Secondary Education Act of 1965; Education Amendments of 1978; Public Law 95-561

Purpose

Goals for migrant education are based on legislative mandates to establish or improve supplemental programs of instructional and supportive service for the children of migratory workers in agriculture and fishing. The mobility of migratory children requires agreement among states in the development of comprehensive national goals. Each state is responsible for developing a state plan for migrant education which reflects the national program goals in order to assure educational continuity through coordination of programs and projects among the states. Local project objectives provide a base for project activities which fulfill state objectives and national goals.

State Allocation of Federal Funds

FY 1978	$ 877,322
FY 1979	1,029,481
FY 1980	1,676,714
FY 1981	1,941,750
FY 1982	2,452,854

Scope

Thirty-four (34) school districts received grants under this program:

Altus	Eldorado	Mt. Park
Arnett (Hollis)	Felt	Olustee
Binger	Frederick	Oney-Albert
Blair	Gould	Ryan
Boise City	Grandfield	Sentinel
Burns Flat	Granite	Snyder
Butler	Hobart	Southside
Clinton	Hollis	Temple
Custer	Lookeba-Sickles	Terral
Davidson	Mangum	Washington
Eakly	Martha	Waurika
		Weaver

Level of Children Served:

Grade	
Pre-kindergarten	414
Kindergarten	194
Elementary 1-6	3,835
Secondary 7-12	1,735
Unclassified	77
TOTAL	6,255

Categories of Children Served:

Grade	Inter-State	Intra-State	Five-Year
Pre-kindergarten	202	115	97
Kindergarten	93	53	48
Elementary 1-6	1,487	1,281	1,067
Secondary 7-12	691	570	474
Unclassified	23	26	28
TOTAL	2,496	2,045	1,714

GRAND TOTAL ---------- 6,255

The total number of staff working in the statewide migrant education program is as follows: Teachers - 72; Aides - 59; - Directors - 34; and Support Personnel - 35. The total number of staff is 200. The State Administrator is also assisted by a Regional Service Center Director who works out of the Migrant Lab located in Altus.

Representative Objectives

The State Department of Education will develop a state plan for LEAs to participate in the Oklahoma Migrant Education Programs and assist the LEAs in establishing programs of instruction and supportive services for children of migrant agricultural and fishery workers that they may, through education, be provided the skills to overcome their handicaps and take better advantage of their opportunities.

The State Department of Education will re-establish 34 migrant programs where there are pockets of concentrations of eligible children (5 to 17 school age children).

The State Department of Education will assist participating LEAs in planning and establishing programs with learning environments conducive to the success and well being of migrant students.

The State Department of Education will plan and implement in-service programs which include: Migrant Student Record Transfer System activities, transmittal skills activities, and basic skills activities.

The State Department of Education will allocate funds to 34 LEAs choosing to participate; the program will directly or indirectly affect approximately 6,500 students.

The State Department of Education will plan and implement identification and recruitment activities for involving children in a program and for funding purposes. This will include inservice and training of contracted recruiters, assignments and responsibilities.

LEA Representative Objectives

-- To provide individualized instruction in the basic skills area according to the needs of the students in order to improve their opportunity to function at a level equal to their potential

-- To provide a program utilizing every available federal, state and local resource in order to improve conditions and cultural relationships among children

-- To provide supportive services which will encourage and promote each student's social growth, positive self-concept and group interaction skills

-- To improve reading and math comprehension by at least one grade level or show a gain in normal-curve-equivalent (NCE) scores as evidenced by standardized tests, teacher-made tests and teacher observation

-- To provide tutorial services that will help the individual child to improve effectiveness in communicating thought and ideas. Activities toward this objective will involve both oral and written expression.

Evidence of Program Effectiveness

The primary goal of migrant education is to increase the academic achievement of eligible project participants. The goal is based on the recognition that educationally deprived migrant children can achieve at a "normal" rate when provided comprehensive, innovative services by a competent staff.

The Oklahoma State Department of Education has developed a comprehensive consolidated evaluation reporting system for soliciting data from local educational agencies for all federally funded programs including migrant education. A major inservice effort focuses each year on assisting administrators and teachers in making the transition from grade equivalent to normal-curve-equivalent data collection and to design a format to enable LEAs to report student gains in terms of NCEs.

The effectiveness of migrant programs is evaluated by teacher utilization of a variety of materials ranging from nationally normed tests to teacher-made tests. These also include criterion referenced tests, anecdotal records, rating scales, parent council committee opinion and classroom observation. In most cases they are reported to the State

Educational Agency in NCEs. Each LEA selects the nationally normed test which is most effective for use in its district.

The most commonly used nationally normed tests at the LEA level are: Metropolitan Achievement, California Achievement, Wide Range Achievement, Stanford Achievement, Peabody Individual Achievement, Metropolitan Readiness, Peabody Picture Vocabulary and Iowa Test of Basic Skills.

Pre-testing includes all activities in which the child will participate. This is based on an assessment of the individual migrant child's specific needs by the participating school.

Data collection on pre-testing is on a timely basis. Once the need of the child is determined he/she is provided whatever services are needed. This is always done after administration of the pre-test.

When LEAs administer pre-testing, immediate analysis of the data is maintained and filed and is used to determine plans for personnel and student needs. This data is also reported on the annual evaluation form to the State Department of Education. The compiled data is public and available to participating schools upon request.

The post-test includes both cognitive and noncognitive objectives. A comparison of pre-test and post-test data is made immediately by the participating school.

The analysis and comparison of pre-testing and post-testing is conducted on a timely basis. When pre-testing and post-testing data are reported to the State Department of Education (Federal Programs Annual Evaluation Report), this allows another point of view in analyzing and comparing data. Any similarities and/or disparities as reported are discussed with the schools.

The evaluation design includes data collection methods to assess results of supportive services. The data includes the number of children receiving these services, number pre-tested and post-tested, number of certified staff, noncertified staff and program expenditures.

In most instances, it was reported that there were significant gains in meeting the needs of the migrant students as identified in the program needs assessment. Students are gaining grade levels desired, improving their oral and written skills, and making significant gains in certain academic areas.

Involvement and Dissemination Activities

Parents are involved in the overall development of migrant education within the state. They are invited and encouraged to participate in special activities and programs. Home visitations are made to solicit identification and recruitment information.

A statewide workshop is held annually for all migrant personnel. Outside consultants are invited to make presentations in areas as requested by local projects. An average of four (4) workshops is

conducted each year. This includes: (1) a two-day workshop in the summer on the Migrant Student Record Transfer System, (2) the two-day statewide general workshop, (3) several transmittal skills workshops, and (4) one reading workshop. As a result of inservice activities, there is general agreement among the staff that the program has produced: (1) an improved understanding of and heightened sensitivity to the problems and needs of disadvantaged migrant children, (2) a higher level of academic achievement on the part of migrant children as a result of language skills usage, and (3) a new awareness in the total community of the problems related to migrants and education in the low socio-economic areas.

The identification and recruitment of eligible migrant children is accomplished as follows: (1) local project schools identify and recruit eligible students during the regular school year and involve them in a program, (2) when funding is adequate for summer programs, local projects identify and recruit eligible students and involve them in a program, and (3) nonproject identification and recruitment occurs with the use of contracted recruiters. They are trained and given recruitment assignments in geographic areas were there are known concentrations of migrants.

Participating projects and contracted recruiters are responsible directly to the State Director of Migrant Education for complying with statutes and regulations.

Dissemination of information by participating projects is accomplished by several means. Mail-outs and memos are the most common. Any vital information and/or news stories may be published in the two State Department of Education publications--the Oklahoma Educator and the Superintendent's Newsletter. A Migrant Administrators' Handbook has been developed and distributed and is available upon request. It will be revised and updated. Participating projects take advantage of every type of local media that is available. Some report to newspapers, others to school publications and to local radio and television stations. Dissemination of information concerning migrant program activities is reported on the evaluation instrument. The participating projects report the number of local and statewide dissemination efforts in the following areas: education fairs, television, PTA, newspapers, brochures and other printed materials.

PROGRAMS FOR NEGLECTED AND DELINQUENT CHILDREN IN STATE INSTITUTIONS

Common Name of the Program

Neglected and Delinquent

Statutory Designation

Elementary and Secondary Education Act (ESEA) of 1965, Title 1; Public Law 89-10, as amended by Public Law 95-561

Purpose

To provide educational opportunities which meet the needs of neglected and delinquent children in state institutions

State Allocation of Federal Funds

FY 1978	Neglected	$253,460	Delinquent	$180,773
FY 1979	Neglected	291,161	Delinquent	185,867
FY 1980	Neglected	283,228	Delinquent	174,332
FY 1981	Neglected	240,744	Delinquent	186,063
FY 1982	Neglected	208,268	Delinquent	192,250

Scope

Six state institutions received allocations in FY 1982. They were:

Taft - Oklahoma Children's Center
Pryor - Whitaker Home
L. E. Rader Diagnostic Center
Boley Boys' School
Central Oklahoma Juvenile Treatment Center (COJTC)
Helena Boys' School

Unduplicated number of neglected and delinquent participants by grade:

Kindergarten	87
Grade 1	66
Grade 2	139
Grade 3	93
Grade 4	82
Grade 5	76
Grade 6	92
Grade 7	256
Grade 8	323
Grade 9	360
Grade 10	215
Grade 11	171
Grade 12	160
TOTAL	2,120

The State Department of Education staff members are involved in administering the instructional programs, but also serve other Title I programs.

State Department of Education Professional	8.08
State Department of Education Clerical	3.77

The LEA staff members include teachers, aides and administrators:

Administrators	.43
Teachers	14.25
Aides	6.00

The program contains a variety of kinds of projects or components. The number of learner participants per component was as follows:

	Number of Participants
Language Arts	104
Reading	320
Summer School (extended term)	75
Math	91

Most of the programs used tutors or aides to give more attention to individual student's needs.

Evidence of Program Effectiveness

Achievement tests, teacher-made tests, teacher ratings, and behavior observations were used to evaluate the performance of program participants. Many indicated that it was difficult to use the achievement tests because of the short time period participants were in the program. It was reported that objectives were achieved at the level of 80 to 90 percent. The teacher ratings indicated that a majority of the students made good progress.

DISSEMINATION CAPACITY BUILDING
Project SEEK

Common Name of the Program

Project SEEK (Sooner Exchange for Educational Knowledge)

Statutory Designation

Funded by grant from National Institute of Education (NIE)

Purpose

To provide research services to Oklahoma educators by linking them with the latest information on educational research and educational products. Working through the State Education Agency (SEA) subject specialists and field representatives and LEA librarians, classroom teachers and administrators are linked to this knowledge and assisted in its utilization on a request basis.

State Allocation of Federal Funds

Project SEEK is funded on an annual basis through grants from NIE. The amount of federal support diminishes over a five-year period allowing for integration of the project into regular services provided educators by the SEA. Following is a division of financial support between Federal and State since inception of the project:

	Federal	State
1978*	$75,000	$ 94,641
1979	65,000	107,160
1980	58,549	172,418
1981	52,524	229,117
1982	47,000	126,702

*Calendar Year

Scope

Project SEEK is administered in the Communications/Dissemination Section with the Project Director dividing his time between these two functions. The Project is staffed by a coordinator.

To date, more than 5,000 search requests have been processed by the project staff. A computer-housed knowledge resource base is used. In addition, manual searches are utilized whenever possible; searching into materials housed within the project, at the Oklahoma Department of Libraries, and in area universities (OU, CSU). The ERIC collection is the most heavily used resource base, accommodating approximately 65 percent of the search requests.

An analysis of Project SEEK clients disclosed the following: classroom teachers-46%; SEA staff-20%; LEA libraries-10%; administrators-14%; couselors-3%; and others-7%. Within these divisions there are subdivisions; special education teachers were found to be heavy users of Project SEEK assistance.

Project SEEK staff also functions as the Publications Clearinghouse Records Office through which, as mandated by State law, all SEA publications for distribution outside the SEA must be processed to the Oklahoma Department of Libraries.

Project staff is able to provide clients with an average turnaround time (time from the date search request is received to the date response is mailed to the requestor) of 10-12 days.

The Project also runs a continuing evaluation process, using forms designed by NTS and approved by NIE, on a random sampling basis as prescribed by the Planning, Research and Evaluation Section of the Oklahoma SEA.

Representative Objectives

The primary objective of Project SEEK is to provide Oklahoma educators with easy access to the latest information on educational practices, theories, philosophies and products and to assist specialists in their efforts to assist educators in the utilization of this new knowledge.

While it is easy to conduct quantitative analyses of the Project's services -- number of requests received and processed, for example -- it is difficult to produce a measureable report or evaluation on the impact of this research in the classroom and on the students exposed thereto. This is approached in our continuing evaluation of utiliztion but is by no means complete.

Evidence of Program Effectiveness

The most cogent evidence of effectiveness and value of the Project's services is found in several dozen unsolicited comments from users of the service, all of whom declare, in essence, that the users could not have met their deadlines and personal classroom objectives without the services and assistance of Project SEEK.

Involvement and Dissemination Activities

Dissemination is the name of the game in Project SEEK. Dissemination is the raison d'etre of the project's existence. Like any new business, it had to make people aware of its presence. This was accomplished through workshops, visual presentations, seminars, folders, brochures, articles and advertising of services in the Oklahoma Educator and the Superintendent's Newsletter, assistance of the public information officers of local districts, and newsletters issued by those districts. Also utilized were presentations at the OEA annual convention and at meetings of the various Oklahoma school administrators' organizations.

EDUCATIONAL IMPROVEMENT, RESOURCES, AND SUPPORT
ESEA TITLE IV, PART B

Instructional Materials and School Library Resources

Common Name of the Program

Libraries and Learning Resources

Statutory Designation

Elementary and Secondary Education Act of 1965, as amended by Public Law 95-561, Title IV, Part B

Purpose

To strengthen and improve educational quality and educational opportunities in the elementary and secondary schools by providing library resources and instructional equipment for students and teachers

State Allocation of Federal Funds

FY 1978	$1,716,851
FY 1979	1,879,421
FY 1980	2,049,548
FY 1981	1,950,683
FY 1982	1,833,764

Scope

The consolidation of categorical programs supporting library resources, instructional equipment, and guidance, counseling, and testing saw its seventh year of successful operation in 1981-82. The consolidation, known as Title IV-B, can be termed a successful effort for improving education in Oklahoma. The participation of LEAs has grown almost every year since the consolidation began to include over 500 districts. In 1981-82 the services were extended to a potential 500,207 students in 544 LEAs.

Since the programs are instructional support programs, LEAs were asked to report effects upon the curriculum. Eighty-seven percent (87%) of the LEAs indicated that the program offered valuable support to the existing curriculum and eighty-one percent (81%) indicated that improvement and change in curriculum has resulted because of Title IV-B efforts.

Title IV-B guidelines permit local discretion in utilization of funds toward improvement in the two support areas. Results of tabulation of requisition sheets indicate that approximately seventy-two percent (72%) of the funds was used to purchase library resources; twenty-eight percent (28%) was used to purchase instructional equipment.

Title IV-B regulations specify that funds made available to the State are to be allocated primarily on the basis of enrollment. Exceptions are that extra funds are to be allocated to districts with the highest concentrations of high-cost students and those districts voting the maximum tax levies but whose per pupil expenditure is less than the State average. The allocation rates were $2.25 for enrollment, $2.62 for each high-cost student in qualifying districts and $2.25 for each student in districts qualifying under the tax provisions. Approximately 173,450 students were served through the additional funds provided for high-cost category students. Approximately twenty-two percent (22%) of the total State allocation provided services to these students.

The SEA staff consisted of four professionals with an FTE of 3.1 persons. There were two paraprofessionals with an FTE of 2.0 during FY 82. The SEA staff has assisted LEAs in assessing needs, planning programs, and providing inservice for librarians and other staff members which has resulted in observable program improvement. Also, it should be noted that many districts have begun making an intensive effort to improve the types and amounts of library media services available to their students. Some 211 schools in Oklahoma have received State funds for Library Media Improvement which have been used in conjunction with their Title IV-B funds.

Representative Objectives

SEA

To enhance the education of students in grades K-12 by encouraging the development of quality library media programs in Oklahoma

To provide leadership in the improvement of ESEA Title IV-B programs through recommendations given during monitoring and/or on-site evaluation of individual projects

To promote better library media programs in Oklahoma schools by giving librarians and administrators an opportunity to participate in regional workshops conducted during the Fall

LEA

To provide audio-visual materials that will aid in the curriculum in meeting the interests, ability level and maturity level of all students

To provide materials such as paperbacks, periodicals, and other pleasure reading materials in sufficient quantity to attract the interests of all students

To provide several types and sufficient quantity of reference materials that will allow students of all levels to reinforce their learning by using the references and supplementary texts when appropriate

Supplementary materials will provide the students with a better understanding of the world of work, the advantages of higher education and vocational training.

To provide additional science reference materials so that after one year each participating student will increase his/her achievement in science by one grade level

To provide interesting, supplementary reading materials for the library so that each participating student will have increased his/her reading achievement level by one grade level during the school year 1980-81

Evidence of Program Effectiveness

Every participating school district submits an annual evaluation report to this office. Over 62% of the districts responding indicated that more than 51% of the student needs were met. The greatest hindrance to 100% achievement is the lack of funds.

The LEAs also reported that Title IV-B funds enabled them to plan programs which better met student needs. The additional resources and inservice provided have stimulated library media improvement throughout the State. Many schools have opened centralized facilities and responses from LEAs indicate that additional facilities and programs will be opened next year.

Reports from LEAs indicate the Title IV-B funds have provided additional resources for teachers and students (92%), motivated students (70%), increased learning opportunity (90%) and increased student achievement (58%). These are general outcomes but the high percentages tend to indicate effective programs.

Involvement and Dissemination Activities

Annual reports at the State level are disseminated to members of the State Advisory Council and SEA staff. The reports are made in triplicate to the U.S. Department of Education and compiled for dissemination.

LEAs report being involved in numerous dissemination and reporting activities. Approximately 50 districts are monitored during the year and every district makes an annual evaluation report to the SEA. LEAs reported making presentations or reports to 528 groups and airing 51 radio/TV programs. A large number of printed articles/brochures were available to the public according to LEA reports.

Citizen, parent, teacher and student involvement varies from project to project. Every project does solicit input as to student and teacher needs as they plan their project. This involvement has encouraged better choice of materials and equipment which results in more usage and creates a new emphasis on library media programs.

The current requirements for LEAs participating in Title IV-B includes consultation with a group of staff members regarding the planning for and implementing the project. Each participating district has included a statement assuring this consultation along with signatures of the committee.

The SEA makes two mailings per year to approximately 1,200 librarians and administrators. The contents of the packet provide recipients with new materials and information for developing improved programs. In addition, the SEA conducts workshops around the State to provide technical information and assistance in Title IV program planning. The SDE also presents programs and achievements through the SDE publication. The Oklahoma Educator. Technical information is also disseminated to the administrators through the State Superintendent's Newsletter.

LEA evaluation data from participating schools is summarized and made available to appropriate administrators and SAC members. The information is also used for completing reports and all combined data is public record.

LIBRARIES, LEARNING RESOURCES,
EDUCATIONAL INNOVATION, AND SUPPORT PROGRAMS
ESEA TITLE IV, PART C

Common Name of the Program

Improvement in Local Educational Practice

Statutory Designation

Elementary and Secondary Education Act of 1965, Section 304 of Title III, Public Law 89-10, as amended by Public Law 91-230, as amended by Public Law 93-380, as amended by Public Law 95-561

Purpose

This program is designed to provide assistance to schools for the development and demonstration of activities designed to address serious educational problems in elementary and secondary schools. Subgrants are awarded on a competitive basis.

State Allocation of Federal Funds

FY 1978	$1,315,665
FY 1979	1,373,980
FY 1980	1,413,777
FY 1981	1,411,022
FY 1982	669,524

Scope

During FY 1982 there were 72 grants made to districts which served 191 public schools and 5 nonpublic schools.

Project Participation	Participants in Projects
Public Elementary Children	26,283
Private Elementary Children	350
Public Secondary Children	18,327
Private Secondary Children	282
Early Childhood Children	1,105
Handicapped Children	3,613
Vocational Education Children	1,808
Public Elementary Teachers	1,529
Private Elementary Teachers	2
Public Secondary Teachers	751
Private Secondary Teachers	2

Type of Project	Size (Enrollment) of LEA Under 599	600 - 4999	5000 - over
Developmental Innovative	8	5	3
Adopter	2	3	1
Continuation	16	24	6
Developer Demonstrator	1	1	2

The projects cover a wide area of the curriculum. We have one project in the area of gifted and talented. The gifted and talented project at Stillwater is in its second year.

Interest in computer technology has promoted several schools to implement projects in this area. Sixteen (16) Title IV-C projects are devoted to the computer.

Three projects have been nationally validated: Project "Go Metric" at Tulsa City Schools; "Project Stay" at Moore which is a dropout prevention program; and a project at Cushing for the handicapped.

Four projects have been state validated. These are located at Liberty, Putnam City, Purcell and Tulsa.

The State Facilitator has been very effective in promoting adoptions on the national level and has worked in close cooperation with the State Department of Education.

We spent approximately 16 percent of our total funds in the area of handicapped students.

Some other areas covered in funded projects include the following:

Energy	Early Childhood
Staff Development	The Arts
Guidance and Counseling	Careers
Reading	Dropout Prevention
Math Labs	Cooperatives
Practical Curriculum	Music
Developer Demonstrators	Adoptions

The Education Fair is held each year with all projects making presentations or exhibiting their project.

Representative Objectives

SEA

During FY 1982, the State Department of Education will provide consultative and technical assistance in program development to assure all LEAs an opportunity to participate in Title IV-C. Small LEAs with less than 300 ADA will be given priority consideration in assigning SEA staff to provide technical assistance.

LEA

Eighty percent of the project participants will increase language scores at the .05 level of confidence by the end of the year.

Evidence of Program Effectiveness

A Proposal Writing Conference is annually sponsored and conducted by the State Department of Education. Representatives from 120 schools attended the conference. About half of this number were from districts of 500 enrollment or less.

The State Department of Education's Planning, Research and Evaluation Section staff and Title IV-C staff have worked with 85 schools during the year in proposal writing. Evaluation designs have received major emphasis.

LEA personnel have increased their expertise in proposal writing and evaluation procedures.

Most LEAs have been able to show significant success as a result of the local projects.

Involvement and Dissemination Activities

In all Title IV-C Projects, community involvement is stressed; also faculty and student involvement is encouraged. All 72 projects have utilized community and staff advisory council members.

Each district is encouraged to involve community members as well as staff members in the planning stages. If private schools are located in the community, they are invited to participate in the planning.

All districts are encouraged to use two or three community members in their project planning. Over 250 community members have been involved in the planning stages. More become involved as the projects progress.

All districts are encouraged to conduct needs assessment in the community.

Dissemination activities are an important part of each project. Each district is asked to elaborate in the proposal on the dissemination activities planned. Each district prepares brochures which are circulated to community members and the State Department disseminates information outside of the district boundaries to other districts in the state and nation.

The State Facilitator plays an important role in the dissemination activities of the nationally validated projects.

Dissemination of project purposes, activities, and results is accomplished by the LEAs and the SEA via:

Newspaper Publications
Radio
Television
Brochures
Educational Directories of Projects
Education Fairs
Booklets
One Page Abstracts
Demonstrations
Oklahoma Educator
Personal Contacts

GIFTED/TALENTED EDUCATION PROGRAM

Common Name of the Program

Gifted and Talented Children's Education Program

Statutory Designation

The Gifted and Talented Children's Education Program was originally authorized under Section 404 of Public Law 93-380, the Special Projects Act. It has been reauthorized by the Education Amendments of 1978 (Public Law 95-561). This reauthorization places the Gifted and Talented Children's Education Act of 1978 in Part A of Title IX of the Elementary and Secondary Education Act.

Purpose

The Purposes of the Gifted and Talented Children's Educational Program are: (a) to provide assistance to meet the special educational needs of the nation's gifted and talented children and (b) to enable these children to fulfill their potential, both as individuals and as a resource to the nation.

State Allocation of Federal Funds

FY 1981	$50,000
FY 1982	50,000

State money was not required to match Federal monies. However, $761,000 was paid in state aid based on child count.

Scope

Ten percent of the grant money was allowed the agency for administrative services. With the passage of Oklahoma Senate Bill 214 mandating gifted/talented education, it was decided to use this money for inservice. Administrators, teachers, and students were invited to nine (9) Saturday statewide workshops:

Place	Date	Participants	Expenditures
Poteau	10-3-81	67	$ 662.32
Weatherford	10-3-81	48	462.88
Quartz Mountain Lodge	10-10-81	79	701.48
Durant	10-10-81	67	535.58
Wagoner	10-10-81	100	840.32

Alva	10-17-81	37	589.60
OSU, Stillwater	10-24-81	111	496.32
OCU, Oklahoma City	10-24-81	97	361.00
Lawton	10-31-81	104	632.24
	Total	710	$5,281.44

The remaining $45,000 was to be issued to LEAs on a competitive basis to implement an additional Gifted/Talented curriculum component to existing programs in one of the following areas: Math, Science, Leadership, Political Science, Creative Problem Solving, Counseling, Language Arts, Foreign Language, or the Visual and Performing Arts. Federal guidelines required that $22,000 of the money be awarded to programs that served disadvantaged gifted and talented children from low-income families as defined in Title I.

There were 340 applications reviewed by an advisory committee. Seventeen (17) schools were funded across the state representing eleven (11) curriculum areas in all levels from elementary to high school. The grant awards ranged from $1,000 to $5,000 and were awarded to the following schools:

Title I, ESEA
(Disadvantaged)

LEA (Number of Students)	Program Title or Curriculum Area	Amount of Grant
Bokchito (20)	Language Arts and Math (Elementary)	$ 2,000
Cave Springs (6)	Hands-on Science (Elementary)	1,000
Haworth (10)	Enrichment Program (Elementary)	1,000
Hilldale (660)	Six County Gifted Prescriptive Program (Adair, LeFlore, Sequoyah, Wagoner, Muskogee, Cherokee) Elementary - Middle - High School	5,000
Kenwood (25)	Computer Math for Elementary Students	2,531
Pauls Valley (13)	Advanced Social Studies (High School)	2,350

Sapulpa (89)	Photography: An Educational Art (Elementary & Middle)	3,492
Skiatook (21)	Computers for Gifted/Talented Program (Elementary-Middle)	5,000
	Total	$22,373

OTHER GRANT AWARDS

LEA (Number of Students)	Program Title or Curriculum Area	Amount of Grant
Blackwell (27)	Challenging Careers: The Key to Career Success (High School)	$ 1,000
Calumet (9)	Enrichment (Elementary)	1,000
Deer Creek (57)	Metric Math (Elementary)	1,000
Elk City (125)	Planetarium: Project Apollo (Beckham, Custer, Greer, Roger Mills, Washita) (Elemetary-Middle-High School)	5,000
Holdenville (29)	Putting It All Together - Arts (High School)	3,536
McAlester (49)	Portable Resource Center - Language Arts (Elementary)	1,000
Moore (103)	Foreign Language (Elementary)	3,679
Snyder (17)	Computer Programming and Creative Problem Solving (Elementary)	1,414
Wyandotte (10)	Creative Problem Solving for Gifted (Middle and High School)	5,000
	Total	$22,629

Total ESEA $22,373
Total Other 22,629

Total $45,002

Representative Objectives

-- Identify gifted and talented students from low income disadvantaged areas and provide appropriate instruction for these students

-- Add an additional curriculum component to gifted and talented programs on a competitive basis

-- Provide a program of experiences which is substantially differentiated from the regular school program and is based on the unique developmental needs of the gifted and talented

-- Establish an advisory council to review and choose program applications

-- Provide technical assistance to Local Education Agencies to help them in the planning, developing and operating of their programs

-- Provide technical assistance to Local Education Agencies to help them in preparing their proposals

Provide a procedure for evaluation of the grant projects

-- Provide a procedure for modification of the project according to evaluation results

Evidence of Program Effectiveness

Senate Bill 214 mandated gifted and talented education in Oklahoma. The Federal monies allowed the schools funded to approach Gifted/Talented education in a more creative way. As a result of the grant requirements, it forced LEAs to screen and identify low income and handicapped students that might have been overlooked originally. Unfortunately, the Office of Gifted/Talented has been dissolved, and the third year of the program will not be funded.

Involvement and Dissemination Activities

The nine (9) inservice workshops hosted by the State Department of Education did much to increase the awareness of teachers, administrators, parents, and general community to the needs and potentials of Gifted/Talented education. Those programs funded during the last two years are still in effect and are currently funded by state aid as indicated by child count.

Numerous local newspaper articles exemplify local dissemination efforts.

HUMAN RELATIONS

Statutory Designation

Civil Rights Act of 1964, Title IV, Section 403, of Public Law 88-352

Goal

To provide educational equity through technical assistance and training programs to all requesting LEAs and other agencies in the preparation, adoption, and implementation of plans and programs for the desegregation of public schools based on race

The development of all students to function as contributing members in a society is a broad purpose of education. The goal of Oklahoma public education as it relates to Human Relations Section, Title IV Unit, is as follows:

> To work consistently to achieve quality integrated education by providing a program of general education including knowledge, skills, and positive attitudes for general problem solving and survival, human relations and citizenship, cultural appreciation, global awareness and life-long learning.

This goal reflects a concern for improvement and service to meet the education needs in the State of Oklahoma.

State Allocation of Federal Funds

FY 1978	$58,068
FY 1978*	17,525
FY 1979	83,038
FY 1980	86,079
FY 1981	85,286
FY 1982	92,800

*Transition Quarter -- July, August, and September of 1978

Scope

The Oklahoma State Department of Education maintains a SEA office staffed by an administrator, assistant administrator and secretary.

The program provides technical assistance aimed at strengthening the effectiveness of personnel in the desegregated schools and utilizing improved and effectiveness skills to cope with special education problems occasioned by desegregation. Technical assistance has been provided by correspondence, phone, and direct visits to numerous administrators on education matters pertaining to school desegregation.

Training programs were conducted for approximately 325 educators; 73 districts were served through targeted audiences including superintendents, elementary and secondary principals, teachers, directors, counselors, librarians, methods teachers from universities and colleges, teacher corps, and support personnel. These training sessions were designed to promote maximum staff and community growth based on long range planning and needs of the LEAs.

During FY 1981-82, the following workshops were conducted to provide technical assistance and training in identified needs area:

Instructional Leadership - Sessions are designed to examine the school's climate and explore alternative approaches to team management, teacher productivity, and student and parental involvement.

Workshop	Date	Location
Instructional Leadership	Aug. 11, 1981	Coyle
Instructional Leadership	Aug. 12, 1981	Tishomingo
Instructional Leadership	Aug. 13, 1981	Salina
Instructional Leadership	Sept. 25, 1981	Frederick
Interpersonal Relationship and Self-concept	Oct. 2, 1981	Bartlesville
Title IV CRA-ESAA Personnel	Dec. 4, 1981	Oscar Rose Jr. College, MWC
Multi-cultural Education	Feb. 16, 1982	Okmulgee
Southwestern Oklahoma Equity Seminar	Feb. 18-19, 1982	Weatherford
Instructional Leadership	Feb. 22, 1982	Blackwell
Curriculum Equity	March 4, 1982	Lincoln Plaza, OKC
Instructional Leadership	March 5, 1982	Crutcho School, OKC
Instructional Leadership	March 26, 1982	Marlow
Equity Seminar	Apr. 15-16, 1982	Weatherford
Curriculum Equity	Apr. 29, 1982	Oscar Rose Jr. College, MWC
Cultural Understanding	June 11, 1982	Central State University, Edmond

Representative Objectives

The long range goal of the SEA is to provide leadership and assistance in acquiring an equal educational opportunity for all Oklahoma students in FY 1982, the objectives were:

-- To provide technical assistance in the OCR Compliance, identification and resolution of human relations and desegregation/integration concerns

-- To enhance equal educational opportunity for all students by providing training programs for educators which emphasize improving cognitive and affective skills.

-- To disseminate materials statewide for use in schools to promote cultural appreciation, positive self-concept of all students, and knowledge of new federal laws and regulations relating to school desegregation.

-- To provide leadership in evaluating the effectiveness of the technical assistance, training programs, and dissemination of materials on education in Oklahoma.

SEA Objectives for 1983 are:

-- To provide technical assistance to target schools and other requesting school districts in the preparation, adoption, and revision of desegregation plans: providing improved means for assessing school district needs

-- To provide training programs emphasizing improved techniques and in-depth skill training to help educators become more aware of the commonality of educational problems in various desegregated schools and strive to promote cultural activities to eliminate race stereotyping and promote positive self-concept of all students.

Evidence of Program Effectiveness

The staff of the Oklahoma State Department of Education, Title IV, Educational Equity, encourages working cooperatively with other federally-funded programs such as the Desegregation Assistance Center, training institutes and local educational agencies. Evaluative instruments are used in training programs to measure the effectiveness of the assistance activities and utilize feedback procedures from client educators. The evaluation determines the efficiency of the SEA Title IV Unit's efforts and provides data for recycling, modifying and improving future programs. The programs have proven effective and school districts are being served to meet their requested needs. Also, according to the evaluative instruments, the training programs enhanced communication between educators, students, and parents. During FY 1982-83, school board members at the local level will be included as a part of the evaluative process.

Involvement and Dissemination Activities

Involvement of the Oklahoma State Department of Education, Title IV, Education Equity Section, on local, state, and national levels has provided a continued awareness of school desegregation concerns. These concerns have helped educators in meeting the needs in their local schools and communities in providing equal educational opportunity for all students in the desegregation/integration process. In the FY 1982-83, local school board members will be included in public and professional awareness and dissemination efforts.

JOHNSON-O'MALLEY PROGRAM

Statutory Designation

Johnson-O'Malley Act of 1934, Public Law 73-167; Public Law 95-561, Title XI

Purpose

The overall goal of the Johnson-O'Malley Program is to provide better educational opportunities for Indian Students (one-fourth or more degree Indian blood) attending public schools in Eastern Oklahoma.

State Allocation of Federal Funds

FY 1978	$2,730,148
FY 1979	3,203,121
FY 1980	2,908,023
FY 1981	2,532,561
FY 1982	2,334,382

Scope

Number of approved programs: 517
Number of school districts participating: 195

In addition, seven (7) cooperative programs are operational in areas of high Indian student concentration on a county or multi-school basis.

Number of Indian students participating in Johnson-O'Malley Programs: 15,916

For eligibility, a student need only be one-fourth or more degree Indian blood and enrolled in the public schools, grades K-12.

Total number of state and local staff:

State Department of Education professional	9
State Department of Education clerical	3
Local Education Agency certified staff	90
Local Education Agency non-certified staff	226

Johnson-O'Malley Programs funded:

- Arts and Crafts
- Music
- Cosmetology
- Teacher Aides
- Cultural Trips
- Counseling Program
- Remedial Education
- Tutorial Program
- Library Aides
- Counselor Aide
- Enrichment Program
- Electronics and Drafting
- Educational Support
- Vocational Carpentry Teacher
- Home/School Aides

The local schools employed professional and para-professional people to implement the aforementioned programs. Methods of instruction were:

Individualized instruction	Small group participation
Audio-visual aides	Prescriptive Tutoring

Representative Objectives

All Johnson-O'Malley students will show an average NCE gain of 2.0 in academic subjects.

Johnson-O'Malley student dropout rate will decrease by 5 percent each year.

Johnson-O'Malley students shall show a measurable increase in cultural awareness as exhibited by improvement of self-image, self-worth, and greater involvement in school activities.

Evidence of Program Effectiveness

A subjective evaluation of all projects is conducted by the local school administrator, local parent committee, teacher, and the Johnson-O'Malley area coordinator. Objective measurement is achieved through pre- and post-tests in programs designed with measurable objectives.

The following changes resulted from Johnson O'Malley program activities:

Academic achievement levels increased by an average of 1.0 NCE.

Drop-out rates decreased by 1.0 percent.

Average daily attendance increased 0.5 percent.

The number of Indian students involved in extracurricular school activities increased by 8.0 percent.

Involvement and Dissemination Activities

The involvement of parents in the Johnson-O'Malley program is necessary for any measure of success. Parents have an active role in needs assessment, program planning, and program approval. In addition, they evaluate existing programs and make recommendations to the administration and the board of education.

Parent committees are established in each district which receives Johnson O'Malley funds. To be eligible to serve, the individual must be the parent, guardian or acting "in loco parentis" of an eligible student and reside in the transportation area of the school district. Inservice training programs are provided to acquaint the parents with their duties. To ensure their involvement in program development, the local administration must obtain the approval of the majority of the local committee before implementing any Johnson-O'Malley program.

K-12 TRAFFIC SAFETY EDUCATION

Common Name of the Program

Elementary Traffic Safety
K-3 Pedestrian Safety
4-6 Pedestrian, Bicycle and Bus Safety
7-9 Traffic Safety Education

Statutory Designation

National Highway Safety Act of 1966
Standard 3 Motorcycle Safety
Standard 4 Driver Education
Standard 14 Pedestrian Safety
Standard 17 Pupil Transportation Safety

Purpose

To provide direction, materials, and expertise for teachers in schools for traffic safety education, grades K-12

State Allocation of Federal Funds

Fiscal Year	Driver Education	Elementary Traffic Safety	Total NHTSA Funds Expended
1978	$ 16,208	$ 31,268	$ 47,476
1979	-0-	34,406	34,406
1980	-0-	33,420	33,420
1981	6,100	60,353	66,453
1982	-0-	19,038	19,038
Total	$ 22,308	$ 178,485	$ 200,793

Scope

The K-3 and 4-6 materials are continuing to grow in popularity and their demand is stronger now than in the past. Twenty-two (22) states and subdivisions outside the state have been granted permission to print the K-3 guide. Other states are making extensive use of this material, as well as the 4-6 guide. Phase III, a guide for teaching traffic safety in grades 7-9, has been completed and is now in print. Dissemination of these guides in FY '83 will be a priority item.

Featherfoot: The Oklahoma Challenge is a program consisting of a brochure by that name; a 16 mm. film and an accompanying quiz, a miles-per-gallon dial, and a personal MPG record. These programs, purchased

in FY '81, have been in continuous use in FY '82 and will continue to be used in FY '83.

One hundred ten (110) reels of safety film were purchased and placed in the Media Section Film Library for circulation to schools in 1979.

Travis Tice, Administrator of the Section of Driver and Safety Education, is Project Director. Jozell Baker is Task Leader and Joyce Tippett is Clerk-Typist.

Representative Objectives

The State Department of Education will continue to conduct workshops for teachers of Traffic Safety. These workshops will introduce traffic safety materials to the teachers and assist them in developing plans for integrating traffic safety education into existing curricula.

The State Department of Education will accumulate, research and evaluate materials for new guides to continue toward the goal of K-12 Traffic Safety Education.

The State Department of Education will distribute 3,500 copies of safety film to classrooms throughout the state.

Evidence of Program Effectiveness

The State Department of Education will provide inservice education for teachers in K-6 elementary traffic safety. Evidence of practical, effective use of this material is provided by continuous requests for materials from in-state and out-of-state agencies. Twenty-two (22) states have requested and have been granted permission to copy all or parts of this material. Additions have been made to materials from other state sources which seem to be useful and appropriate. Local schools have developed comprehensive programs based on "Scotty" materials.

Involvement and Dissemination Activities

Demand for materials for Pedestrian Safety, K-3; and Pedestrian, Bus, and Bicycle Safety, 4-6 has increased. Teachers and administrators made aware of this material through workshops, publications and conventions are anxious to obtain this material for classroom use. Thus, the growing demand for materials in Oklahoma and in other states has been steadily increasing. Current nationwide emphasis on school bus safety and bicycle safety has so increased the demand for 4-6 materials as to overshadow that of the K-3. Current requests for materials seem indicative of increasing use, and further exposure always results in more requests. Youth With Wheels and Their Responsibilities, a curriculum guide and student handbook for traffic safety education in grades 7-9, will be off the press in the near future. Dissemination of this material will start immediately.

SCHOOL BUS DRIVER TRAINING PROGRAM

Program Title

Pupil Transportation

Statutory Designation

National Highway Safety Act of 1966
Standard 17 Pupil Transportation Safety

Purpose

To provide training, materials, and certification for school bus drivers

State Allocation of Federal Funds

Fiscal Year	Personnel and Training Materials	State Matching	Total
1978	$57,466.58	$46,980.00	$104,446.58
1979	56,331.08	49,725.00	106,056.08
1980	80,283.30	52,950.00	133,233.30
1981	42,437.00	55,000.00	97,437.00
1982	55,712.00	60,000.00	115,712.00
Totals	292,229.96	264,655.00	556,884.96

Scope

State Department of Education Transportation Specialists conducted 82 workshops and provided materials to each class participant. In a cooperative effort with the Department of Public Safety Examiners and Highway Patrolmen, 3,416 school bus drivers were trained.

Representative Objectives

The State Department of Education will conduct 75 School Bus Driver Training Workshops during the 1982 fiscal year.

Transportation Specialists will train 1,020 school bus drivers during a 5 day (25-hour) training course and recertify 1,160 drivers during renewal sessions.

Eleven-hundred (1,100) copies of the School Bus Drivers Manual will be distributed to drivers during the workshops.

Evidence of Program Effectiveness

The State Department of Education conducted 82 School Bus Driver Training Workshops during the 1982 fiscal year.

During the School Bus Drivers Training Workshops, Transportation Specialists and the office personnel distributed 3,000 School Bus Driver Manuals.

As a result of the workshops, a total of 3,516 drivers were certified with standard school bus driver certificates. Actually enrolled in the training classes were 2,335 drivers; 1,181 attended renewal sessions during the year.

Accident records indicate that drivers who have not attended the 5-day school bus driver workshop and possessed only a one time non-renewable, emergency certificate were involved in 43.9% of the school bus related accidents. Only 6.3% of all drivers were classified as untrained.

Involvement and Dissemination Activities

Transportation materials pertaining to school bus driver workshop schedules, manuals, evacuation drills, safety, films, and other related training information, have been mailed to 850 school district superintendents, county superintendents, principals, drivers, and patrons.

CHILD CARE FOOD PROGRAM

Statutory Designation

Section 10, Public Law 89-642, 80 Statute 889 (42 (U.S.C. 1779); Section 16, Public Law 94-105, 89 Statute 552 (42 U.S.C. 1776), Child Nutrition Act as amended, 1978

Purpose

To assist States to initiate, maintain and expand nonprofit food service programs for children in nonresidential institutions which provide child care. The Child Care Food Program funds meal service in eligible programs and provides training for food service personnel to create an awareness of good nutrition for children. In the past, reimbursement has been available for partial funding of kitchen equipment through the Food Service Equipment Assistance Program.

State Allocation of Federal Funds

FY 1978	$1,993,257	$37,546	(Food Service Equipment Assistance)
FY 1979	2,302,522	73,214	(Food Service Equipment Assistance)
FY 1980	2,908,536	59,115	(Food Service Equipment Assistance)
FY 1981	3,104,902	46,374	(Food Service Equipment Assistance)
FY 1982	2,969,716	-0-	(Funding no longer available)

SCOPE

The Child Care Food Program (CCFP) is administered by the Assistant State Superintendent and Director of the School Lunch Division and staffed with one (1) administrator, one (1) administrative assistant, four (4) consultants, and two (2) secretaries.

The Program presently reaches 155 institutions that operate 359 facilities and four (4) sponsoring organizations that operate 163 day care homes. These facilities serve approximately 12,000 children a day. Three of the consultants offer assistance to participants so that they remain in compliance with Federal regulations, assist with the completion of various forms for CCFP, and conduct workshop training. The fourth consultant works in the state office in planning workshops and nutrition training.

The office staff reviews applications, management plans, and any additional information necessary to determine the ability of institutions to effectively carry out the program.

Representative Objectives

-- To reach needy children with food service in public or private nonprofit institutions and private for profit institutions which receive Title XX compensation for at least 25% of the children enrolled, especially those located in economically needy areas

-- To improve the overall accountability and quality of participants

An outreach program is initiated each year to encourage eligible institutions to participate in the program.

Evidence of Program Effectiveness

Each institution and facility is monitored by the CCFP consultants to ensure that all participants are in compliance with State and Federal regulations and guidelines. Audits are also used to ensure compliance.

Involvement and Dissemination Activities

The Child Care Food Program regulations outline requirements. The CCFP consultants aid the institutions in developing their programs to ensure compliance with the regulations.

Continued contact by mail, telephone and the consultants allows the state office to keep participants informed of requirements. Workshops are conducted during the year in various locations throughout the State to assist personnel in maintaining and upgrading their work efforts.

Outreach efforts include working with other State Agencies. Outreach brochures explaining the Child Care Food Program are made available to the Licensing Unit of the the Department of Human Services and to the State Health Department. These agencies come into contact with every eligible, but not participating, institution at least once a year.

NATIONAL SCHOOL LUNCH PROGRAM

Statutory Designation

Sections 2-12, 60 Statute 230, as amended; Section 10, 80 Statute 889, as amended; 84 Statute 212 (42 U.S.C. 1751-1760, 1779)

Purpose

To improve the health and well being of the school children of Oklahoma by offering a nutritionally adequate, acceptable lunch for all students. Surveys show that many students do not consume an adequate lunch and that there is a correlation between diet and performance in the classroom.

State Allocation of Federal Funds		State Matching Funds
FY 1978	$23,206,195	$1,627,634
FY 1979	25,410,476	1,744,567
FY 1980	29,910,681	1,726,948
FY 1981	30,288,585	2,275,539
FY 1982	26,233,167	2,230,528

Scope

The National School Lunch Program is administered by the Assistant State Superintendent and Director of School Lunch Division, one (1) administrator, one (1) coordinator, one (1) financial manager, three (3) administrative assistants, three (3) claims clerks, two (2) secretaries, and eleven (11) area consultants.

The program is presently in 1,906 public schools and institutions with an average daily participation of 319,448.

Representative Objectives

-- To make available to all students enrolled in public schools and institutions a lunch during a period designated as the lunch period

-- To provide nutritionally adequate meals that are acceptable to students, thus reducing plate waste

-- Provide assistance to participants to ensure minimum meal requirements are met

-- Provide assistance to participants to ensure all programs are accountable

Evidence of Program Effectiveness

Approximately 319,448 students per day are eating school lunches in Oklahoma. Students in all but two public schools in the state have a nutritionally balanced lunch available to them. In addition to the public schools, nine (9) residential child care institutions are being reimbursed for meals served to children. This was approximately 55,691,906 lunches last year.

Involvement and Dissemination Activities

The Federal regulations spell out the requirements and the State Education Agency passes this information on to the schools through fact sheets. In addition, the school lunch consultants make regularly scheduled visits to schools to ensure that requirements are being met, to make available technical assistance, to ensure state sanitation standards are met, to provide workshops for food service personnel, and to conduct management reviews.

NUTRITION EDUCATION AND TRAINING PROGRAM

Statutory Designation

Child Nutrition Act of 1966, Public Law 95-166, as amended October, 1977, Section 19

Purpose

The purpose of the program is to instruct teachers, students, and food service personnel in sound principles and practices of food service management; and develop and use classroom materials and curricula.

State Allocation of Federal Funds

FY 1978	$320,338
FY 1979	314,869
FY 1980	256,879
FY 1981	188,226
FY 1982	53,215

Scope

Program staff for Fiscal Year 1982 included an Administrative Officer, one Nutrition Training Specialist, and a Secretary.

An extensive resource library of audiovisual materials for use by classroom teachers and school food service personnel is available to all school districts through the State Department of Education Media Resource Center. Included in these resources are six (6) slide-tape presentations which have been produced by Nutrition Education and Training (NET) staff.

"Soup to Nuts," an instructional television series for middle schools, was aired both fall and spring semesters of 1981-82. This series of 10 programs, each 15 minutes in length, was produced as a consortium effort of nine (9) states, including Oklahoma. Teacher's guides for this series are available on request.

NET staff provided planning, coordination and resource provision services for all School Lunch workshops during the summer of 1982 with 1,292 school food service personnel attending.

The curriculum guide, Creative Nutrition Education-An Integrated Approach, K-6, is currently being distributed statewide. This guide was developed and printed with program funds. During FY 1981-82, training on utilization of the guide was provided for 548 classroom teachers.

In-service workshops at the local level for classroom teachers are being provided by the Nutrition Education and Training specialist during the fall semester, 1982. These workshops include the following topics:

High School Level (9-12):	"Weight Control" and "Nutrition for the Athlete"
Middle School Level (7-8):	T.V. Series --- "Soup to Nuts"
Elementary Level (K-6):	Curriculum Guide - "Creative Nutrition Education"

SCHOOL BREAKFAST PROGRAM

Statutory Designation

Sections 4 and 10, 80 Statute 886, 889 (42 U.S.C. 1773, 1779)

Purpose

Surveys show that breakfast is important in maintaining the health and well-being of school children and that a number of students do not eat an adequate breakfast at home.

There is documented evident that students who do not eat breakfast do not perform well in the classroom.

State Allocation of Federal Funds

FY 1978	$2,136,713
FY 1979	2,577,876
FY 1980	3,323,706
FY 1981	4,123,733
FY 1982	3,862,664

Scope

The School Breakfast Program is administered by the same State Education Agency staff as the National School Lunch Program.

The program is in 739 public schools and institutions with an average daily participation of 49,041.

Representative Objectives

-- Make breakfast available in schools for students who for various reasons come to school without an adequate breakfast

-- Increase the number of school breakfast programs by continuing to notify all nonbreakfast program schools as to the availability of the program

Evidence of Program Effectiveness

A total of 8,679,652 breakfasts were served to students last year.

Involvement and Dissemination Activities

In addition to interpreting Federal regulations and assisting the schools with meeting requirements through visits by school lunch consultants, the State Education Agency strives through fact sheets and other information to enlighten students, parents, school administrators and teachers of the nutritional needs of all students and the importance of good nutrition to start the day.

SPECIAL MILK PROGRAM

Statutory Designation

Sections 3 and 10, 80 Statute 885, 889, as amended, (42 U.S.C. 1772, 1779)

Purpose

To ensure the availability of fluid milk to children, to reduce the price to children who pay for their milk and to serve milk free to eligible children under USDA guidelines

State Allocation of Federal Funds

FY 1978	$1,158,857
FY 1979	1,144,497
FY 1980	1,180,699
FY 1981	782,331
FY 1982	66,091

Scope

The Special Milk Program is administered by the same State Education Agency staff as the National School Lunch Program and School Breakfast Program.

The program presently reaches four (4) schools, one (1) nonresidential institution, and one (1) summer camp.

The decrease in participation is the result of changes in Federal regulations and the State Attorney General's Opinion #82-68.

Representative Objectives

-- Encourage the participation of schools and eligible institutions

Evidence of Program Effectiveness

Approximately 110,552 half pints of milk were served to children under the Special Milk Program last year.

Involvement and Dissemination Activities

The State Agency interprets regulations to participants. Consultants visit participants to assure compliance. An effort to initially establish lunch and breakfast programs in schools having the facilities and ability to serve meals is made before recommending the milk program.

SUMMER FOOD SERVICE PROGRAM FOR CHILDREN

Statutory Designation

Section 13, Public Law 94-105, 89 Statute 515 (42 U.S.C. 1961), Sections 7 and 8, Public Law 91-248, 84 Statutes 211 and 212 (42 U.S.C. 175 Pa, 1779)

Purpose

Provide nutritional help to children age 18 and younger who would otherwise be deprived of the food assistance they get at other times of the year under the National School Lunch Program and the School Breakfast Program. Persons over 18 years of age determined by the State or local educational agency to be mentally or physically handicapped and participating in a public program established for the mentally or physically handicapped are also eligible.

State Allocation of Federal Funds

FY 1978	$656,129
FY 1979	774,772
FY 1980	668,012
FY 1981	559,858
FY 1982	332,588

Scope

The Summer Food Service Program is the responsibility of the nonschool program administrator and staffed with one (1) administrative assistant, one (1) clerk-typist and six (6) summer monitors.

Representative Objectives

-- To make nutritious meals available to all preschool and school age children from needy areas.

-- To encourage, where possible, other organized activities for children at the site locations and to improve overall accountability and quality of the Summer Food Service Program for Children.

Evidence of Program Effectiveness

The 1982 Program consisted of 23 sponsors and 102 feeding locations. Approximately 5,098 needy children were fed daily.

Involvement and Dissemination Activities

The State Education Agency notifies prospective sponsors well in advance of program availability. Sponsors are asked to attend a planning meeting early in the Spring. At least three (3) workshops are held in different locations of the State to acquaint sponsors with the requirements and forms pertaining to the program. As information and materials are received by the State Education Agency, they are passed on to sponsors to aid them in having a quality program. During the program's operation, the summer monitors make regular visits to sponsors and sites to ensure requirements are being met and provide technical assistance to improve the quality of the food service.

SCHOOL PLANT SERVICES SECTION

The goal of the School Plant Services Section of the State Department of Education (SDE) is to provide assistance and services that will help the LEAs enhance educational opportunities.

The School Plant Services Section administers a number of Federal and State programs. Those programs are:

Public Law 81-874, Impact Aid
Public Law 81-815, School Construction
Major Disaster Assistance
School Plant Assistance
Energy - Schools and Hospitals Program; Energy Conservation
Public Law 93-112, Section 504, Handicapped; Subpart C, Building Accessibility
Special programs or concerns that affect the school plant

Some of the major accomplishments of the Section were: Audited 710 school buildings in 60 school districts; conducted 108 workshops on energy conservation; provided technical assistance on-site to 74 districts; and assisted 59 districts in implementing an energy management program.

Under the Impact Aid Program, the Section assisted 368 districts in filing their RSF-1 application, one (1) Public Law 81-815 application and eight (8) Public Law 81-874 Disaster Applications; held two (2) statewide workshops on Impact Aid;provided technical assistance to 185 districts in addition to filling out the RSF-1 applications.

IMPACT AID PROGRAM

Statutory Designation

Sections 2, 3, 4, 5, and 403(1) of Public Law 81-874; and Section 305(b)(2) of Public Law 93-380, as amended by Public Law 95-561

Purpose

To provide to the school districts of the State assistance and service that will help the local educational agencies (LEAs) enhance educational opportunity

State Allocation of Federal Funds

	Sections II & III	Disaster Assistance
FY 1978	$19,861,237	No Funding
FY 1979	18,272,031	No Funding
FY 1980	19,044,011	No Funding
FY 1981	22,915,232	No Funding
FY 1982	14,301,969	$223,422

Scope

The School Plant Services Section administers Public Law 81-874, Impact Aid Program; Public Law 81-815, Construction Program; and any program relating to school facilities and energy.

The program is administered by one secretary, one administrative assistant, and one administrator. There are five additional personnel who work on the Energy program.

In recognition of the responsibility of the United States for the impact which certain Federal activities have on the local educational agencies in areas in which such activities are carried on, the Congress through Public Law 81-874 provides financial assistance for those LEAs upon which the United States has placed financial burdens by reason of the fact:

(1) The revenues available to such agencies from local sources have been reduced as the result of the acquisition of real property by the United States since 1938; or

(2) Such agencies provide education for children residing on federal property; or

(3) Such agencies provide education for children whose parents are employed on federal property; or

(4) There has been sudden and substantial increase in school attendance as the result of Federal activities.

To qualify for Impact Aid, the number of eligible students must be at least three percent of the total number of children who were in average daily attendance (ADA) during such year at the schools of such agency and for whom such agency provided free public education and provided that the ADA of the eligible students is at least ten. Also, an LEA may qualify by having an ADA of 400 eligible students.

The RSF-1 application must be submitted before January 31. However, if a district wishes to file for early payment, it must submit "A Letter of Intent to Apply" before October 1.

All funds received by the school district with the exception of funds received for the "Low Rent Housing" and "Indian and Military Handicapped" can be deposited in the General Fund and spent in whatever way the local board so decides.

Public Law 81-874 also provides assistance to LEAs who have suffered a natural disaster. If a school is located in an area designated by the Governor's office and President of the United States as a major disaster area, it may be eligible for financial assistance. Funds are available to supplement the replacement of both building and contents.

Evidence of Program Effectiveness

The unique part of the Public Law 81-874 program is that it is general aid and can be used by the district to meet the needs of the district whatever they may be. There are no requirements put on how the money is to be spent except with low rent housing students and handicapped students. This allows a superintendent to build buildings, pay for textbooks, etc.

The Impact Aid Program has proved effective. Without this aid many schools could not operate effectively on a tax base with present Federal tax exemptions.

The School Plant Services Section:

-- Distributed and in most cases filled out, typed, and made copies of 368 RSF-1 applications; submitted three copes of each to Washington, DC; and returned one copy to the applicant by January 31, 1982.

-- Made on-site visits, appraised damage, filled out and mailed eight (8) applications under Public Law 81-874 (Major Disaster).

-- Helped organize and accompanied an Oklahoma delegation to Washington, DC, to secure funding for Public Law 81-874.

-- Participated in two Federal Programs workshops in explaining Public Law 81-874, Public Law 81-815, and new Energy Program legislation.

-- Worked on-site with the U.S. Department of Education (USDE) officer in auditing and reviewing 40 school district's Public Law 81-874 applications.

-- Provided information through the Superintendent's Newsletter, direct correspondence, and telephone calls to superintendents, Public Law 81-874 authorized representatives, and other interested personnel on Public Law 81-874, Public Law 81-815, Major Disasters, and new Energy Programs affecting school plants.

-- Provided technical assistance to approximately 300 districts on interpretation of payment sheets and related problems.

-- Made 60 phone calls to Washington, DC, and the USDE on behalf of school districts having problems with Public Law 81-874.

-- Submitted 185 "Letters of Intent to Apply" to the USDE asking for immediate payments.

-- Furnished statistical data to the USDE on all school districts in the State. Provided the USDE with the following information: Name of district, total ADA, revenue receipts for current expenses from all sources, current expenses paid from local sources, total current expenditures, local contribution rate, per pupil cost, legal classification, grade level, percent of pupils transported, pupil-teacher ratio, total assessed valuation of property for school purposes, school tax rate, estimated percent of change in state average per pupil cost from 1980-81, actual 1981-82 per pupil cost, and actual cost for those that have been accepted as comparables.

-- Compiled budget information on 368 school districts from school budgets in the Board of Equalization office.

-- Conducted statewide survey of school buildings completed during FY 1982 to obtain data for the submission to USDE to be used if Public Law 81-815 projects are funded.

PUBLIC EDUCATION ENERGY PROGRAM

(Energy Conservation)

Statutory Designation

Title I, Part C, Section 301 of the National Energy Act. Grant from the Oklahoma Corporation Commission, Energy Conservation Division

Purpose

To develop a statewide energy conservation program for schools. To provide technical assistance to local school districts on a voluntary basis to enable them to develop energy conservation and management plans and implement low-cost energy conservation measures to reduce energy consumption in school facility operations.

To develop various types of energy audit materials for use by school children in grades K-6.

State Allocation of Federal Funds

FY 1978	$20,000	Cooperation grant with Department of Energy.
FY 1979	$31,280	Direct Grant from Oklahoma Department of Energy. No state or other funding; one year funding only.
FY 1980	$20,332	Direct grant from Oklahoma Department of Energy. No state or other funding; one year funding only.
FY 1981	$33,317	Direct grant from Oklahoma Department of Energy. No state or other funds; one year funding only.
FY 1982	$87,625	Direct grant from Oklahoma Corporation Commission, Energy Conservation Division. No state or other funding; one year funding only.

Scope

This program is administered the same as the Energy Grants Program. Assistance with project planning and conducting workshops has been provided by the Oklahoma Corporation Commission.

Various types of audit materials appropriated for use by elementary school children were developed for use in the elementary school energy conservation program.

Evidence of Program Effectiveness

Accounting forms to assess school energy savings have been developed and delivered to schools for completion on a voluntary basis. Preliminary results are indicating significant savings in terms of reduced energy consumption. Demand for the energy conservation assistance as well as number of districts assisted is in excess of grant requirements.

The materials developed for school children have been used by 2,769 students in 25 schools. The materials have been printed and are available for continued use in other schools.

Involvement and Dissemination Activities

Major project activities are summarized as follows:

-- The SDE staff has assisted 74 districts in on-site establishment of energy conservation and management plans.

-- A slide presentation to graphically illustrate the development of an energy conservation and management plan was developed.

-- Publication of the availability of energy conservation materials to the schools of the state has been undertaken. The emphasis of this program has been designed to cause school children to become more aware of the need for energy conservation.

-- Other activities include meetings with the Oklahoma Corporation Commission, Energy Conservation Division, and participation in state and national energy workshops and meetings.

PUBLIC EDUCATION ENERGY PROGRAM

(Energy Conservation with Puppets)

Statutory Designation

Public Law 95-39, Part A, Section 465.6. Grant from the Oklahoma Corporation Commission, Energy Conservation Services Division

Purpose

To broaden the reach of current energy programs to include participation of children and educators at the elementary level. Past efforts at energy education relied heavily on the simple dissemination of materials in the form of cartoons, bright colors and lots of pictures to overcome the static nature of energy education. In this program we have used a combination of live action, humor, full costumes and a professional presentation of ideas on a personal basis to reach children in grade levels K-6.

State Allocation of Federal Funds

FY 1981	$39,200	Direct grant from Oklahoma Corporation Commission, Energy Conservation Services Division. No state or other funding; one year funding only.
FY 1982	$21,560	Direct grant from Oklahoma Corporation Commission, Energy Conservation Services Division. No state or other funding; one year funding only.

Scope

This program is administered the same as the Energy Grants Program. Assistance with project planning has been provided by the Oklahoma Corporation Commission.

Evidence of Program Effectiveness

Planned milestones and activities resulting in actual performances in 120 elementary schools were scheduled. Results with elementary children were better than expected. Performances were presented to more than 20,000 students in grades K-6 in the public schools of Oklahoma. The performances were well received by students and school personnel.

Involvement and Dissemination Activities

-- Development of script, costumes, scenery, puppets, for use in the assembly program in schools
-- Publication of information concerning program

-- Development of energy materials to be disseminated at performances

-- Meeting with Energy Conservation Services personnel and participation in State Energy Workshops and meetings

PUBLIC EDUCATION ENERGY PROGRAM

(Energy Grants)

Statutory Designation

Title III of the National Energy Conservation Policy Act of 1978, Public Law 95-619, Grants Program for Schools and Hospitals and Buildings Owned by Units of Local Government and Public Care Institutions

Purpose

To reduce the consumption and associated costs of conventional energy resources and encourage the use of renewable energy resources, identify improved energy conservation measures, and facilitate their installation

State Allocation of Federal Funds

FY 1979	$157,794	Matching grant with the Department of Energy. Matching accomplished with funds from State Department of Vo-Tech Education, in-kind match from SDE, in-kind match from LEAs
FY 1980-81	$39,706	Matching grant with the Department of Energy. Matching accomplished with funds from State Department of Vo-Tech Education, in-kind match from SDE, in-kind match from LEAs
FY 1982	$19,128	Matching grant with the Oklahoma Corporation Commission, Conservation Services Division. Matching accomplished with funds from State Department of Vo-Tech Education, in-kind match from SDE, in-kind match from LEAs

Scope

This program is administered by an Administrator of Energy, Assistant Administrator of Energy, and one administrative technician, under the direct supervision of the Administrator of School Plant Services. Assistance with project planning and conducting workshops has been provided by the Oklahoma Corporation Commission, Conservation Services Division.

The program has the potential to enable the 617 school districts of Oklahoma to save or "cost avoid" an estimated $10,625,000 annually on energy costs (based on present cost structures).

Representative Objectives

-- To achieve significant reductions (5-30 percent) in energy consumption in school facilities via increased awareness of the effects of operation and maintenance on utility usage as identified in an energy audit

-- To enable school districts to save or "cost avoid" significant expenditures for energy

-- To enable as many school districts as possible to participate in receiving Federal grants

-- Assistance to help reduce or alleviate districts' worst building energy problems

Evidence of Program Effectiveness

Four hundred eighty (480) districts have conducted preliminary energy audits and 310 districts have additionally conducted a full energy audit. Furthermore, preliminary energy audits and energy audits have been conducted of all 34 area vo-tech schools. Results indicate an average potential for savings in the range of 20-25 percent for all fuels combined. Schools which have actually followed the audit reports and implemented operations and maintenance activities recommended have verified that even larger savings than reported are possible. Demand for energy audits has produced a backlog of work which may take a year or more to complete with resources and manpower available.

Involvement and Dissemination Activities

Major Project activities are summarized as follows:

-- The Energy Audits for Schools booklet was again distributed.

-- The SDE staff has assisted 290 districts in performing on-site energy audits.

-- Articles concerning energy programs and good energy practices for schools were written and distributed through the Superintendent's Newsletter and the Oklahoma Educator.

-- Twenty-seven (27) districts applied for Federal Grants for Technical Assistance and Energy Conservation Measures. Applications were reviewed for conformance with the state plan guidelines and forwarded to the Oklahoma Corporation Commission, Conservation Services Division, for ranking and funding.

-- One hundred five (105) districts have received or have been recommended for approval of grants totaling in excess of $2,000,000.

-- SDE staff worked directly with the Oklahoma Corporation Commission, Conservation Services Division, to develop the State Plan for Participation in the Grants Program.

-- Other activities include: Meetings with Oklahoma Corporation Commission, Conservation Services Division; presentations at the State ASBO meeting; presentations at the State School Plant Manager's Workshop; participation in National Energy Workshops and meetings; and participation in the Governor's Energy Awareness Conference.

-- A statewide workshop was conducted for local educational agencies. Focus was on training local school districts to apply for the fourth cycle of Federal Energy Grants. Application booklets and instructions were distributed.

-- School Plant Services furnished technical assistance to the Oklahoma Corporation Commission (successor to the Oklahoma Department of Energy) during the fourth grant cycle in order that this program not be interrupted during the transition from one agency to another.

SPECIAL EDUCATIONAL PROGRAMS AND PROJECTS FOR
HANDICAPPED CHILDREN IN PUBLIC SCHOOLS

Common Name of Program

EHA-B (Education of the Handicapped Act - Part B)

Statutory Designation

Education of the Handicapped Act, Part B, Public Law 91-230, as amended by Public Laws 93-380 and 94-142

Purpose

To assure that all handicapped children have available to them a free appropriate education

To assure that the rights of handicapped children and their parents are protected

To assist states and localities to provide for the education of handicapped children

To assess and assure the effectiveness of efforts to educate such children

State Allocation of Federal Funds

FY 1978	$ 2,848,682
FY 1979	7,528,703
FY 1980	11,954,145
FY 1981	13,416,260
FY 1982	13,487,420

Scope

For FY '78, the remaining one-half of the 47 Flow-Through Projects partially funded with FY '77 carry-over funds as well as 19 additional Flow-Through projects were funded in the amount of $683,122. Also, for FY '79, 40 Discretionary projects were funded in the amount of $696,348. A total of 4,024 handicapped students were served with FY '78 funds.

In total, $1,911,867 supported 106 EHA-B projects serving 6,468 handicapped students with FY '77 carry-over and FY '78 funds.

With FY '78 carry-over funds, 103 Discretionary projects were funded in the amount of $1,230,953. A total of 2,160 handicapped students were served with these funds.

For FY '79, 122 Flow-Through projects were funded in the amount of $5,636,007. There were 35 Discretionary projects funded in the amount of $597,645. A total of 18,940 handicapped students were served with Flow-Through funds and 1,875 handicapped students were served with Dis-

cretionary funds. Also in FY '79, 18 Inservice projects were funded in the amount of $200,000.

In total, $7,664,605 supported 278 EHA-B projects and served 22,975 handicapped students with FY '78 carry-over and FY '79 funds.

For FY '80, 153 Flow-Through projects were funded in the amount of $8,330,600. There were 98 Discretionary projects funded in the amount of $2,615,605 from FY '79 carry-over and FY '80 funds. A total of 22,612 handicapped students were served with Flow-Through funds and a total of 8,021 handicapped students were served with Discretionary funds. Also in FY '80, 20 Inservice Projects were funded in the amount of $415,687. A total of 9,383 teachers, teacher aides, and other personnel received training.

Within the Special Education Section, a total of 14 workshops and inservice programs were funded from FY '80 funds in the amount of $30,283. A total of 725 teachers, teacher aides, and other personnel received training.

In total, $11,361,892 supported 271 EHA-B projects and served a total of 30,633 handicapped students and a total of 11,900 personnel were trained through Inservice programs.

For FY '81, 170 Flow-Through projects were funded in the amount of $9,443,840. There were 82 Discretionary projects funded in the amount of $1,747,089 from FY '80 carry-over and FY '81 funds. A total of 25,108 handicapped students were served with Flow-Through funds and a total of 5,680 handicapped students were served with Discretionary funds. Also in FY '81, 20 Inservice Projects were funded in the amount of $424,634. A total of 14,707 teachers, teacher aides, and other personnel received training.

Within the Special Education Section, a total of 30 workshops and inservice programs were funded from FY '81 funds in the amount of $80,572. A total of 650 teachers, teacher aides, and other personnel received training.

In total, $13,416,260 supported 272 EHA-B projects and served a total of 30,788 handicapped students and a total of 20,954 personnel were trained through Inservice programs.

In FY '82, 178 Flow-Through projects were funded in the amount of $10,648,616. There were 64 Discretionary projects funded in the amount of $1,526,960 from FY '81 carry-over and FY '82 funds. A total of 31,333 handicapped students were served with Flow-Through funds and a total of 1,532 handicapped students were served with Discretionary funds. Also in FY '82, 20 Inservice Projects were funded in the amount of $369,965. A total of 8,723 teachers, teacher aides, and other personnel received training.

Within the Special Education Section, a total of 48 workshops and inservice programs were funded from FY '81 funds in the amount of $188,844. A total of 12,231 teachers, teacher aides, and other personnel received training.

In total, $13,487,420 supported 242 EHA-B projects and served a total of 32,865 handicapped students and a total of 20,954 personnel were trained through Inservice programs.

Representative Objectives

The objective is to provide opportunities for the handicapped student to advance at his/her own rate of educational development within the limits of his/her capabilities.

Specific project objectives are established for the following handicapping conditions:

Trainable Mentally Retarded	Blind and Partially Sighted
Educable Mentally Handicapped	Speech Impaired
Learning Disabled	Emotionally Disturbed
Deaf	Orthopedically Handicapped
Deaf-Blind	Other Health Impaired
Multi-handicapped	Hard of Hearing

Specific Objectives are also established for:

Inservice
Parent Training
Search/Find/Serve Activities

Accomplishment of these objectives is based on performance reports which indicate the number of special classes provided by the type of handicapping condition, number of handicapped students served, and the number of teachers, administrators, and parents trained through inservice programs. On-site reviews conducted by the Special Education Section staff, Regional Education Service Center staff, and Area Supervisors also provide input to help determine the accomplishment of objectives.

Evidence of Program Effectiveness

As a result of the FY '82 search/find/serve projects, local school districts across the state became more aware of the extent of their need to extend special education programs and services to handicapped students. A total of 63,806 children were counted as served. This increased awareness was reflected for state special programs funding for school year 1982-83.

Involvement and Dissemination Activities

Local Education Agencies making project application as single districts or cooperative districts completed their own needs assessment, developed an application based on identified needs, and submitted the application to the Special Education Section, EHA-B Review Team, for approval.

Coordination with other agencies for services, dissemination of project activities, workshops, newsletter, and publishing newspaper articles regarding services available were all a part of the project application. These activities were designed to make the entire state aware of the availability of services to handicapped children.

The Special Education Section of the State Department of Education also publishes articles in the Superintendent's Newsletter and other State Department of Education communiques to aid in this effort.

SPECIAL EDUCATIONAL PROGRAMS AND PROJECTS
FOR HANDICAPPED CHILDREN IN STATE INSTITUTIONS

Common Name of Program

Title I, Public Law 89-313

Statutory Designation

Title I of the Elementary and Secondary Education Act

Purpose

Financial assistance is provided to state agencies for programs to meet the special education needs of handicapped children in state operated or state supported schools. In addition, funds may now be available by those state agencies to local education agencies under certain conditions for handicapped children who have left a state agency program and are now enrolled in a local educational agency program.

State Allocation of Federal Funds

FY 1978	$ 697,253
FY 1979	812,137
FY 1980	966,571
FY 1981	926,157
FY 1982	1,076,424

Scope

Public Law 89-313 monies serve nine approved state institutions. Those institutions are as follows:

Hissom Memorial Center
541 students; 20 staff

Hilltop School for Mentally Retarded
418 students; 25 staff

Jane Brooks School for the Deaf
41 students; 5 staff

Phil Smalley Children's Center
43 students; 2 staff

Oklahoma School for the Deaf
139 students; 11 staff

Cherokee Park School for Mentally Retarded
439 students; 29 staff

Oklahoma State School for the Blind
104 students; 7 staff

OU Health Sciences Center Pre-School for the Deaf
10 students; 1 staff

J. D. McCarty Center
80 students; 3 staff

LEAs Receiving Reserve Monies

Ada	$ 520	Muskogee	$ 5,722
Alex	520	Norman	2,081
Ardmore	3,121	Nowata	1,040
Braggs	520	Oklahoma City	36,776
Colbert	520	Owasso	520
Edmond	1,040	Panama	3,641
Elgin	1,040	Pernell	520
Ft. Towson	520	Pioneer	520
Harrah	1,040	Prague	1,040
Lawton	4,162	Putnam City	4,682
McLoud	520	Sand Springs	520
Midwest City-Del City	3,641	South Rock Creek	520
Millwood	520	Stillwater	1,040
Moore	12,486	Tulsa	17,168
Muldrow	2,081	Vian	520

Representative Objectives

Each institution writes an annual application applying for Public Law 89-313 funds. Included in the application is a section for detailed description of their objectives and goals. If a local school district is serving a formerly institutionalized student, they can apply for reserve monies and must make application for funds to serve that particular child. How Public Law 89-313 monies are utilized for handicapped children will vary a great deal from one institution to another. Also, utilization by a local school district will vary depending on the child's handicap, the IEP written for the child, etc.

Evidence of Program Effectiveness

Evaluation procedures are also a part of the application. Detailed descriptions of their evaluation process are required in each application.

SPECIAL EDUCATIONAL PROGRAMS AND PROJECTS FOR
HANDICAPPED CHILDREN IN PUBLIC SCHOOLS

Common Name of Program

Pre-School Incentive Grants for Handicapped Children Ages 3-5

Statutory Designation

Section 619 of Education of the Handicapped Act of 1975, as amended by Public Law 94-142

Purpose

To encourage early programming for handicapped pre-school children in order to:

-- Provide programs for handicapped children in accordance with State and Federal Statutes for children age 3-5

-- Prevent additional or more severe handicapping conditions and realize greater long term cost effectiveness through early intervention

-- Increase parent and community involvement in the development of children; and

-- Maximize the benefit of the rapid learning phase of young children

State Allocation of Federal Funds

FY 1978	$177,527
FY 1979	247,039
FY 1980	342,879
FY 1981	517,501
FY 1982	520,691

Scope

Proposals were awarded on a priority and competitive basis to eight out of ten geographic areas. The recipients for respective areas included Alva, Bartlesville, Bishop, Moore, Muskogee, Soper, Poteau, and Weatherford. Twenty-four teachers were employed for instructional purposes. Social services, parent training, medical consultation, physical therapy, psychological services, recreation therapy and transportation were contracted through the respective projects.

The respective projects served the following areas:

Alva - Region I	Bartlesville - Region II	Bishop- Region III
Alfalfa County	Barnsdall	Comanche/Cotton County
Beaver County	Avant	(15 Districts)
Cimarron County	Wynona	Kiowa County Co-op
Dewey County	Prue	(7 Districts)
Ellis County	Pershing	Jackson/Harmon County
Grant County	Hominy	Co-op (11 Districts)
Harper County	Osage Headstart	Tillman County Co-op
Major County	Dewey Headstart	(5 Districts)
Texas County	Ramona Headstart	
Woods County	Nowata Headstart	
Woodward County	Oologah Headstart	
	Copan	
	Ramona	
	Nowata	
	Bartlesville	

Moore - Region IV	Muskogee - Region V	Poteau - Region VI
Cleveland County	Tulsa	Arkoma
Coal County	Muskogee	Bokoshe
Seminole County	Cherokee	Cameron
Pontotoc County	Wagoner	Fanshawe
Pottawatomie County	Okmulgee	Heavener
Garvin County		Hodges
McClain County		Howe
		LeFlore
		Monroe
		Panama
		Pocola
		Poteau
		Shady Point
		Spiro
		Talihina
		Whitesboro
		Wister

Soper - Region VII	Weatherford - Region VIII
Atoka County	Roger Mills County
Bryan County	Beckham County
Choctaw County	Greer County
Marshall County	Washita County
Johnston County	Caddo County
Murray County	Grady County
Carter County	Stephens County
Love County	
Jefferson County	
Pushmataha County	
McCurtain County	

Representative Objectives

The basic objective is to promote early identification and programming for pre-school handicapped children as defined in Public Law 94-142.

The specific objectives are to educate parents; survey children for developmental discrepancies; and evaluate, identify, and establish free and appropriate individual education programs in the schools for public agencies.

Evidence of Program Effectiveness

Approximately 3,291 pre-school children are being served in the respective areas. In addition, there were 5,245 children screened and 1,705 evaluated this year. In-service training was provided for 893 teachers, parents and administrators.

Involvement and Dissemination Activities

LEAs submitted proposals to provide services to pre-school handicapped children in respective areas. The EHA-B Advisory Panel and Regional Education Service Centers, LEA organizations, other agencies, and universities have provided information regarding needs and feasible solutions in their respective areas.

SPECIAL EDUCATIONAL PROGRAMS AND PROJECT SERVICES FOR DEAF-BLIND CHILDREN

Statutory Designation

Education of the Handicapped Act, Title VI, Part C, Section 622, Public Law 91-230

Purpose

To provide coordinated services for all deaf-blind children 0-21 years of age

To provide an appropriate educational program for 25 deaf-blind children in the Tulsa area

To improve competency of parents, teachers, and ancillary staff working with deaf-blind children

To disseminate information regarding services available to deaf-blind children

State Allocation of Federal Funds

FY 1978	$ 128,124
FY 1979	85,899
FY 1980	21,509
FY 1981	82,985
FY 1982	45,000

Scope

A deaf-blind coordinator and family services consultant are employed to work with all deaf-blind service programs and other agencies to assure the existence of appropriate services, monitor the continuum of services available to deaf-blind individuals; provide information to parents about deaf-blind services and programs and other community resources; survey existing and potential resources for vocational and recreational opportunities; consult with and facilitate the exchange of information between deaf-blind services to professionals and the general public, and report referrals and updates to the regional registry; and provide home-based education and family services when needed. During FY 81-82, 235 deaf-blind children received services.

Tulsa operates a public school program for deaf-blind children, ages 0-21 years. Through federal, state and local contributions, a full range of diagnostic and full-time educational services are available. Twenty deaf-blind children were enrolled in the program during FY 81-82. This project provides continuation of the program for two months in the summer.

Representative Objectives and Evidence of Program Effectiveness

Continue to identify deaf-blind children. There were 41 new referrals made during FY 81-82.

Assist in placing referred children in appropriate programs. One hundred thirteen (113) children received full-time educational programs, 61 were in part-time educational programs, 23 were in home programs, 5 were in residential-medical programs, 7 were awaiting placement in the evaluation center, 5 received rehabilitation evaluation or training, 2 were in no program, and 19 were unknown.

Provide information to parents about deaf-blind programs, other community resources, and legislation through an annual statewide workshop and other means deemed appropriate. In addition to 300 individual family contacts, a statewide parent and sibling workshop was held. Twenty one (21) parents, 16 siblings, and 16 deaf-blind children attended.

Provide inservice training to personnel working with deaf-blind children and their families. Workshops were held in the state to assist teachers, social workers, and other ancillary personnel in the areas of teacher/child relationships, methods materials, co-active movement, orientation and mobility, handling and positioning, language stimulation, family assessment, and evaluation.

Involvement and Dissemination Activities

Information is disseminated through meetings, workshops, and personal contacts.

SPECIAL EDUCATIONAL INSERVICE PROGRAMS AND TRAINING FOR TEACHERS OF THE HANDICAPPED

Statutory Designation

Education of the Handicapped Act, Title VI, Part D, Public Law 91-230, as amended by Public Law 91-142

Purpose

To provide training for general/special educators and parents for the purpose of increasing their skills in providing an appropriate education for the handicapped students

State Allocation of Federal Funds

1978	$104,000
1979	95,000
1980	200,000
1981	200,000
1982	200,000

Scope

Special institutes were conducted to update the training skills of Oklahoma educators and parents for working with handicapped learners. In addition, manpower planning activities were implemented throughout the state in an effort to effectively assess future needs.

Training was provided regular vocational teachers and teachers of physically handicapped for classroom management and equipment adaptation in career education for physically handicapped students.

Vo-Tech educators were provided training to improve their abilities to adapt career education activities to meet the needs of EMH and LD students as identified in an IEP.

Training was provided special educators to improve educational techniques appropriate to the needs of the visually impaired within local schools.

Inservice training was provided for speech pathologists in programming services and selecting appropriate devices for severely handicapped students.

Regular and special educators were trained to produce teacher-made instructional materials and to select and adapt commercial materials for working with handicapped students.

Administrators increased their skills in developing, implementing, and evaluating effective programs for meeting state and federal objectives of full service for all handicapped learners.

Psychometrists were trained for developmental assessment of early childhood and severely/profoundly handicapped students.

Training packets were developed and piloted to train para-professionals in the awareness of both legal and practical aspects and implications of an appropriate education for handicapped students. Some issues addressed were:

--transportation
--food service
--barrier-free environment
--confidentiality

Parents were trained in effective parenting skills involved in the educational process as they relate to the child's IEP.

The state system of Comprehensive Personnel Development was refined through improved interagency communication, data collection, analysis, and dissemination techniques. The program was on-going throughout the three-year cycle.

Leadership and coordination were provided for activities in pre-service and inservice special education for personnel who work with handicapped children;

-- Planned and coordinated VI-D training for professionals, support personnel and parents.

-- Coordinated activities for special education with other training programs: Southwest Regional Resource Center, Regional Deaf-Blind, and others. SEA, RESC and local inservice activities were funded through EHA-B.

-- Prepared FY 1983 VI-D proposal involving curriculum modification for handicapped children in regular classrooms.

Representative Objectives and Activities

-- To update special education certified personnel to work with handicapped children

-- To acquaint regular classroom teachers and administrators of public schools with education of the handicapped and with federal and state legislation

-- To provide parents with an opportunity to train in the IEP process

-- To maintain an on-going comprehensive system of personnel development

Evidence of Program Effectiveness

As a result of the special institutes, educators and parents are better prepared to provide an appropriate education for handicapped students. During the school year 1981-82, all identified handicapped students had an IEP prepared for them and a special program implemented.

Many educators upgraded their credentials following the completion of graduate level training programs thus improving their qualifications for educating handicapped boys and girls.

STATE LEADERSHIP

Common Name of the Program

Strengthening State Education Agency Management

Statutory Designation

Elementary and Secondary Education Act of 1965, as amended by Public Law 95-561, Title V, Part B

Purpose

To strengthen the leadership resources of state educational agencies and to assist in identifying and meeting the critical educational needs of the state

State Allocation of Federal Funds

FY 1978	$792,976
FY 1979	792,976
FY 1980	792,976
FY 1981	792,976
FY 1982	656,135

Scope

The goal of the Title V-B program is to strengthen the leadership and management capabilities of the state educational agencies. In the Oklahoma State Department of Education (SDE) these funds have been used to expand or add new activities to every division in the department. Prior to the writing of the State Title V-B application and making revisions, the SDE conducts a department wide needs assessment to determine areas of need in relation to strengthening the SDE. During the 1982 fiscal year, the Oklahoma SDE allocated the resources to research, planning, evaluation, instructional specialists, SDE management, certification, technical assistance for local educational agencies (LEAs), and SDE staff development. The amount of funds available through this title was substantially reduced and therefore services and activities were reduced. The agency supported vital areas within the SEA with the available funds.

During the 1982 fiscal year, there were 14 professional staff and 6 support staff employed by the Oklahoma SDE under the Title V-B, Strengthening State Educational Management, grant. The staff employed and activities maintained by strengthening funds provide support to all three divisions of the department. The improvement of management and general operations continues to be a priority in the program at the SDE level. However, the focus of the activities is on providing technical assistance in a variety of areas to the LEAs.

Representative Objectives

-- The Planning, Research and Evaluation (PRE) Section will encourage and improve planning capabilities throughout the Oklahoma educational system.

-- The State Department will review the needs for improvement in the schools as reflected in the needs assessment activities and will employ staff to stimulate improvement in the instructional practices in LEAs.

-- The State-Federal Programs Division will provide services to the general management and to the operational units and personnel in the SDE. Attainment of this objective will be determined by an annual management-by-objective performance review of each section in the State-Federal Programs Division.

-- The Certification Section will evaluate at least 20,000 teacher education transcripts with respect to the State Board of Education's Teacher Certification Regulations and recommend the issuing of approximately 16,500 certificates.

-- The Federal Programs Section of the SDE will conduct inservice developmental programs to increase competencies of LEA personnel by providing workshops and technical assistance.

-- The Oklahoma SDE will schedule professional staff members to attend out-of-state workshops designed to help individuals gain insights and skills needed to make better decisions for the improvement of education.

Evidence of Program Effectiveness

The Title V-B application for the 1982 fiscal year included six (6) objectives. Many activities were conducted and a satisfactory degree of achievement was obtained in all of them. The following highlights give a summary of the overall effectiveness of the program:

(1) The PRE Section:

-- conducted and/or made presentations to approximately 125 workshops, conferences, and staff development sessions. Approximately 4,000 participants were involved in one or more conference presentations, workshop activities, or training sessions;

-- was heavily involved in the development of the ECIA Chapter 2 Grants Allocation Formula;

-- helped develop ten (10) proposals for grant funds; seven (7) were funded;

-- developed materials, conducted 14 regional workshops, disseminated packets to all school districts in the State, provided technical assistance, and processed data for the District Annual Evaluation Summary of Federal Programs reports;

-- edited and compiled the SDE's Annual Evaluation Report of Federally-Funded Educational Programs, FY 1981;

-- served as the SDE liaison to the State Clearinghouse for grants coordination;

-- served as the SEA liaison to the Southwest Educational Development Laboratory's (SEDL) Regional Planning and Service Project (RPSP); the Women's Leadership Project (WLP) and the International Understanding Project sponsored by SEDL/RPSP;

-- provided technical assistance to other SEA sections and local education agencies (LEAs) in the areas of needs assessment, program planning, proposal writing, and program evaluation design;

-- assisted other SEA sections in on-site evaluations of federal programs at the local level; and

-- conducted the Women in the Superintendency (WISP) project.

(2) The impact of the consultants and specialists on the Oklahoma educational system is extensive. The accomplishments of these groups are too extensive to be adequately reported in such a brief report. The individual reports from the consultants and specialists reflect the following activities: organized and conducted workshops, developed curriculum resource publications, assisted in on-site curriculum review teams for LEAs, provided technical assistance to LEAs in the process of studying their curriculum, participated in professional organization activities, assisted the LEAs and the SDE staff in developing State plans and proposals to request funding for special projects, made presentations to college classes, participated on North Central Accreditation Evaluation teams, distributed resource material related to the various disciplines to the teachers and administrators, and developed articles for the Oklahoma Educator to disseminate information on outstanding programs.

(3) Providing services to the general management of the SDE is accomplished by providing staff and other resources to the following administrative units and activities: Fiscal Service Section, Federal Financial Assistance Director, microfilm service, Personnel Office, Mail Room, Printing Section, Audit Section, and support staff for the Assistant Superintendent of Instruction. The results from the activities have enhanced the overall management by providing the following:

a management-by-objective system for the Federal Programs Division, performance reviews, itinerary coordination, a district annual evaluation summary of Federal Programs from each LEA, personnel services, improved auditing procedure, a system of microfilming all official SDE records, prompt mail service, and professional quality printing of SDE material.

(4) The Teacher Certification Section provides a vital service to educators both in Oklahoma and outside Oklahoma. New certification requirements have caused an increase in the types of services performed by this section. In 1982 the section received 22,375 applications for a teaching certificate. As a result of these applications, 17,740 certificates were issued and an additional 5,200 transcripts were evaluated. Other services performed include lectures to college classes, letters to applicants, telephone counseling for applicants and administrators, notification of certificate expiration and need to renew, revision and distribution of Teacher Education and Certification Handbook as well as many incidental administrative duties.

(5) The Oklahoma SDE conducted numerous inservice training activities designed to meet the needs of the LEAs. This objective under Title V provides available funds for consultants, materials, rent, and other costs in conducting inservice. This objective is dedicated to providing resources to emerging issues which do not have established budgets. During FY 1982 the activities were committed to such areas as: (Spring 1982) Fourteen (14) regional workshops were conducted to assist LEAs with evaluation and reporting data relative to federal programs; (Spring 1982) Fourteen (14) regional workshops designed to help LEAs prepare for new federal legislation implementing Chapter 1 and Chapter 2 of the ECIA were conducted.

(6) The Oklahoma SDE continued to provide professional growth opportunities for the staff. Basically, the funds under this objective are used to fund out-of-state conferences on emerging issues that cannot be funded from regular travel. During FY 1982 the staff participated in such areas as community education, business management, curriculum content assessment, library media, guidance and counseling, cultural understanding, basic skills, communications, adult education, public relations, and educational research.

Involvement and Dissemination Activities

Identification of priority areas for Title V, Part B, Strengthening programs is accomplished by involving staff members in all divisions of the SDE. The Assistant Superintendent of State-Federal Programs makes recommendations to the State Superintendent of Public Instruction and his executive committee makes decisions in relation to identified needs and available funds.

TRANSITION PROGRAM FOR REFUGEE CHILDREN

Common Name of the Program

Transition Program for Refugee Children

Statutory Designation

Refugee Act of 1980, Public Law 96-212

Purpose

To provide Federal assistance to states in order to assist local educational agencies to provide supplemental educational services to the Indochinese refugee children enrolled in public and nonpublic elementary and secondary schools

State Allocation of Federal Funds

FY 1980	$131,218
FY 1981	207,488
FY 1982	206,419

Scope

On March 24, 1982, the Oklahoma State Department of Education received a grant of $206,419 from the U.S. Department of Education for the Transition Program for Refugee Children. One percent of the grant ($2,064.19) was allocated to the Oklahoma SDE for administration of the statewide program. The LEA subgrants were determined by a formula which gave consideration to the number of students, grade level of the students, and the date of arrival in the United States. The following 14 local educational agencies were awarded subgrants according to the number of eligible refugee students enrolled in school as of October 7, 1981:

LEA	Number of Refugee Students	Amount of Subgrant
Ardmore	25	$ 1,812
Bartlesville	17	965
Enid	39	4,824
Lawton	252	42,316
Midwest City-Del City	28	3,958
Moore	18	2,560

Muskogee	7	945
Mustang	1	197
Oklahoma City	759	106,785
Putnam City	31	3,938
Shawnee	5	532
Stillwater	18	2,599
Tulsa	272	32,648
Weatherford	2	276
TOTAL	1,474	$204,355

Representative Objectives

-- To provide inservice training for the teachers and tutors to assist them in improving their skills in teaching the Indochinese students

-- To develop the English language proficiencies of each student in order that the student can acquire a functional level of communicative skills

-- To provide individualized and small group instruction to produce proficiency in English

-- To provide inservice training to assist teachers with cross-cultural knowledge of students' heritage and culture

-- To provide special materials for teaching English as a second language to facilitate individualized instruction for these students

-- To employ personnel to provide supplementary educational services to Indochinese students

Evidence of Program Effectiveness

In the performance report submitted, the LEAs all reported satisfaction with the attainment of the objectives established for their programs. The LEA administrators have indicated verbally and in writing that a majority of the Indochinese students have adapted to the Oklahoma public schools extremely well and are achieving on an appropriate level. We feel supplementary services offered have been a key to permitting these students to adapt to a new language and educational system.

A majority of the refugee students are highly motivated in relation to educational objectives. In a relatively short period of time most of the students are mainstreamed into the regular classes. Some of the schools have reported students with learning disabilities requiring special education, speech therapy, and other remedial services. Their overall evaluation of the Transition Program for Refugee Children in Oklahoma indicates above average success in accomplishing the objectives.

Involvement and Dissemination Activities

The U.S. Department of Education regulations under the Transition Program for Refugee Children required that "each participating LEA shall take steps to provide parents of eligible children an opportunity to become effectively involved in the planning, implementation and evaluation of LEA services provided.

The Oklahoma Department of Education disseminated information regarding the program through the Oklahoma Educator and the Superintendent's Newsletter. Many of the LEAs published articles in their local newspapers regarding the Indochinese Refugee program.

PROJECT WISP

Facilitating the Entry of Women into the Superintendency and Other Top Administrative Positions

Statutory Designation

Women's Educational Equity Act Programs, Educational Amendments of 1974, Public Law 93-380 CFDA 84.083A, U.S. Office of Education; Grant No. G008103206

Purpose

To facilitate the entry of women into the superintendency and other top administrative positions by: (1) promoting a positive attitudinal climate conducive to the hiring of women, (2) increasing the visibility and credibility of women as administrators, (3) providing forums for the interaction of men and women policymakers and educators to share and learn together, and (4) establishing processes, procedures and policies which contribute to equal opportunity and representation of women

Federal Funds

FY 1981-82	October 1 to September 30	$30,859

Scope

This statewide project was staffed by a half-time director of the project and a half-time secretary.

The project's objectives mentioned in the Purpose were carried out by providing workshop sessions for interaction of educators, both male and female, on topics of interest to those in leadership positions. These sessions were in collaboration with workshops and conferences held by other professional educational associations, organizations and agencies.

The project sponsored Regional Forums at four (4) locations across the state for school board members, superintendents, aspiring administrators, other educational leaders and members of the community. Keynote speakers were selected female superintendents from other states who demonstrated leadership skills. Two statewide conferences were held for concerned educators, community members, and policymakers to share, discover and learn together.

The project also sponsored female educational leaders as speakers, presenters, and consultants for other organizations to promote the female image of leadership.

All project activities were designed to maintain a low-key but confident approach and concentrated on effective educational leadership, the role of the superintendent, the recruitment and employment of superintendents and the skills and qualities needed in school leaders to meet today's challenges. The issue of females in leadership positions was addressed within the structure of these topics. The underlying thread was "professionalism."

Evidence of Program Effectiveness

Since this project dealt with attitudinal climate change, it is difficult to directly attribute the changes to project efforts. However, these accomplishments were attained:

1. The Governor appointed a minority woman to the State Board of Education.

2. The first female superintendent in Oklahoma since the '40s was hired by a school district in the state.

3. A woman was appointed Acting Superintendent in another school district in the state.

4. An Oklahoma woman became one of only four female school superintendents in Texas.

5. The project director received more than fifty inquiries concerning the project or project activities both from men and women who had learned of the project through articles in publications or from colleagues.

6. Project WISP became recognized as the trademark for a progressive effort for professional excellence among women.

7. There was an increase of women at school administrator meetings not only as participants but as presenters and consultants, thus increasing their visibility.

8. An increase in the number of women applying for administrative positions has been reported.

9. It has been noted that the number of women in administrative positions has increased, however supporting data will not be available until January 1.

SUMMARY

The purposes of this report as listed in the introduction were to describe the functioning of the Division of State-Federal Programs, increase understanding of various programs and provide information about the achievement of objectives. The report does not attempt to provide a comprehensive analysis of all evaluative data. The report utilizes selected, representative data to provide information about the local implementation of educational programs begun at the national level. Both data gathering and data analysis used anecdotal rather than normative techniques. Such a technique allowed for collecting similar data about widely differing programs yet elicited the quantitative data needed for this report.

Functions of the Division of State-Federal Programs

Evidence that the Division fulfilled its function of providing technical assistance in the planning and developing of proposals and programs is the existence of locally initiated programs in the areas listed. Programs and projects require that a proposal be written or an application completed. Assistance was provided relative to these efforts; all proposals and applications were reviewed before funds were granted, allocated, or disbursed. Programs were further supported through technical assistance in implementation, monitoring visits, consultation, program evaluation and recommendations.

Each program provides some form of workshop, seminar, consultation or assistance to facilitate planning and/or implementation. Examples, several of which are noted in individual program sections of this report (and others which are not) include:

The Federal Programs Division continued the use of the District Annual Evaluation Summary of Federal Programs consolidated report form to collect program participation and evaluation data for ESEA Title I, Title I N&D, Title I Migrant Education, Title IV-B (Instructional Materials and School Library Resources), Title IV-C (Improvement in Local Educational Practice), and Public Law 89-313 (Handicapped Children in State Institutions) programs. Fourteen (14) regional workshops were conducted to instruct and assist LEA personnel in completing the report. Packets containing two sets of the report form, all pertinent instructions, and data worksheets were distributed to district representatives participating in the workshops. Regional workshops participation totaled 711 individuals representing 477 school districts and several county superintendent's offices. Evaluation packets were mailed to 126 program districts and 68 county superintendents of schools which were not represented in one of the regional workshops. Some form of follow-up technical assistance was provided by the Planning, Research, and Evaluation (PRE) Section to approximately 75 districts.

Districts returned this report summary to the PRE Section where the report was checked prior to being taken to the Data Section for data entry. Reports submitted which contained obviously erroneous entries and/or were incomplete were returned to the district for confirmation of data, correction, and/or completion. A letter and items checklist which specified items requiring further attention accompanied each of the reports returned to districts. The PRE Section works with the Data Center to determine the program for and format of the computer printout of program data. Once computer printouts of program data are available in final form, a copy of the printout for each program on the consolidated report form is provided to the program administrator and to higher level administrators in the SDE. This evaluation information is used in conjunction with information taken from district applications and proposals and SDE fiscal records to prepare reports required by federal regulations. Information processed from data collection is thus made available for use by decision-makers. Evaluation data and information in summary form is shared with district personnel via subsequent workshops, meetings, and publications. Summary information is available to other interested individuals upon request.

The PRE Section also implemented the Facilitating the Entry of Women Into the Superintendency and Other Top Administrative Positions project (Project WISP).

The ESEA Title IV-C program conducted the annual fall Proposal Writer's Conference. The conference provided LEA personnel interested in developing proposals for funds to improve educational opportunities in their district with a general overview of purposes, guidelines and procedures applicable to the proposal process. Specifics relative to needs assessment, goals and objectives writing, program expectations and requirements, evaluation design and measurement, involvement of non-public schools, implementation, record-keeping, and dissemination were addressed. In the ensuing months, much follow-up assistance was provided to LEAs in the forms of brainstorming, planning for and developing needs assessment approaches, analyzing needs, and providing technical assistance in the writing of proposals.

Inservice and staff development training has become a major activity due at least in part to House Bill 1706.

The Oklahoma State Department of Education continued its involvement in projects with the Southwest Educational Developmental Laboratory. Activities focused primarily upon the Regional Planning and Service Project, Regional Exchange Project, and the Women's Leadership Project.

Understanding Federal Programs

Goals listed for Federal Programs focused attention on the equalization of educational opportunity, the improvement of educational opportunity, the improvement of education, and the support of selected

educational functions. A summary view of the programs suggests that these goals are approached through the programs included in this report.

The FY 1982 report contains information on two newly-funded programs. These are:

-- Civil Rights Technical Assistance and Training Programs; Sex Desegregation, Title IX, and

-- Women in the Superintendency Position (Project WISP).

Some previously-appearing programs are no longer included because federal funds are no longer available for the program. Some other previously-included programs are presented under revised names and/or changed titles.

The tabulation which follows the contents pages lists each program with its title designation and legislative source. The purposes of the program listed at the beginning of individual reports indicate the variety of ways programs are designed to work toward goal attainment. For example, special educational opportunities were provided for undereducated adults, migrant children, handicapped disadvantaged persons, and individuals who were incarcerated. Children in public and private schools and teachers of special groups as well as mainstream classes are provided with learning facilities and opportunities from other sources of funding.

Objectives of Federal Programs

In the introduction of this report four objectives were listed for the federal programs described. Data were collected and organized to reflect efforts made toward the achievement of each of the objectives.

Activities of the Division are designed to:

Objecive 1: Ensure that the scope of local projects is adequate to accomplish the purpose of the program.

Each program description gives the scope of the program, usually in terms of students and school staff. Number of students in individual programs ranged from 20 students served by the Tulsa program for the deaf-blind to the 72,605 students served in the program for the educationally disadvantaged. Several program descriptions list the LEAs involved to show availability of services throughout the state.

Objective 2: Facilitate the development of objectives whose accomplishment will achieve the goals of the programs.

Evidence of the successful development of objectives is to be found in each report. Objectives focused upon diverse aspects of learning ranging from reading improvement to computer programming. When proposals and applications were received, objectives were carefully reviewed to compare their relationship to the purpose of the program. If changes

were needed, technical assistance, consultation, and recommendations were available to the local education agencies.

Objective 3: Validate the local evaluation of programs to ensure that projects have accomplished objectives and use evaluation information to improve programs.

Evidence that projects have accomplished objectives is presented in the section of each report entitled "Evidence of Program Effectiveness. Evidence of program effectiveness is varied and includes:

-- Title I involved 72,605 participants (unduplicated count) in educational programs during the regular term of the 1981-82 school year. Of these students, 49,464 received instruction in reading; 11,135 received instruction in language arts, and 25,226 received instruction in mathematics. Some students were provided instruction in more than one subject area. Title I served 3,511 participants in summer school.

-- Regular term Title I students made an overall average Normal Curve Equivalent (NCE) gain of 6.81 in reading; 5.13 in language arts; and 9.33 in mathematics.

The Title I programs employed 2,268 full-time equivalent educational staff; this includes 1,374 teachers and 682 teacher aides; others are administrative, clerical, support services, curriculum specialists, and other.

-- Migrant education programs provided services to 6,255 students in 34 districts. Average NCE gains were 6.47 in reading, 2.23 in language arts, and 4.71 in mathematics.

-- ESEA Title IV-C funded projects in 77 districts which provided educational services to about 35,000 participants.

-- The Planning, Research, and Evaluation Section conducted research studies and surveys; provided technical assistance to other SEA sections in developing proposals for funds, technical assistance to LEAs, technical assistance in conducting needs assessments; conducted inservice education on technical subjects related to planning, research, and evaluation; and coordinated the activities of the Federal Programs Division Annual Evaluation procedure for LEAs with Federal programs.

Objective 4: Monitor activities designed to involve participants and other citizens in planning and implementing programs.

The final section of each report describes the way individuals who will be directly served by the program are involved in planning and how others are informed about the program. Listed are advisory committees

for Titles I and IV-C; articles in SEA news publications; education fairs; interagency cooperation; participation by civic and service organizations; distribution of pamphlets and brochures; and presentations in meetings and on television.

The data included in this report and the evaluation efforts these data represent indicate that federal programs make an impact on education far beyond the proportion of funds invested. In some way every student in Oklahoma has benefited by projects or materials initiated through federal programs. For some groups the special effects of federal programs have made possible a productive educational experience which otherwise would not have been feasible.